2015 SIG 6 Application Cover Page

Last updated: 07/22/2015

Please complete all that is required before submitting your application.

Page 1

Select District (LEA) Name:

Listed alphabetically by District

660900010000 MT VERNON SCHOOL DISTRICT

Select School Name:

Listed alphabetically by school name (Priority Schools followed by Focus Schools)

660900010014 GRIMES SCHOOL

Lead Contact (First Name, Last name):

Dr Waveline Bennett Conroy

Title (for Lead Contact)

Assistant Superintendent for School Turnaround

Phone number:

914-665-5246

Fax number:

914-665-6077

Email address:

wbennett@mtvernoncsd.org

Grade Levels Served by the Priority School Identified in this Application:

k-6

Total Number of Students Served by the Priority School Identified in this Application:

407

School Address (Street, City, Zip Code):

58 South 10th Avenue, Mount Vernon, NY 10550

Status of School:

For electronic review purposes, please select the best descriptor for the status of the school.

Focus School

Select the SIG Model for this School Application

Applicants must submit the SIG Model chosen for this particular School Application here. ReviewRoom will direct your application based on the chosen model.

NOTE: Please be certain that the selection chosen here in ReviewRoom matches the signed application cover page that is submitted in hardcopy. If there is a discrepancy, the signed application cover page will be used to identify the model chosen for submission.

Innovation Framework - Community-Oriented School Design

New York State Education Department
Application Cover Sheet

School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:
Mount Vernon City School District			660900010000
Lead Contact *(First Name, Last Name)*			
Dr. Waveline Bennett-Conroy			
Title	**Telephone**	**Fax Number**	**E-mail Address**
Assistant Superintendent for School Improvement	(914)665-5350	(914) 665-6502	wbennett@mtvernoncsd.org
Legal School Name for the Priority School Identified in this Application			**School Beds Code**
Grimes Elementary School			660900010014
Grade Levels Served by the Priority School Identified in this Application			**School NCES #**
Kindergarten through sixth grade			362010001845
Total Number of Students Served by the Priority School Identified in this Application			**School Address *(Street, City, Zip Code)***
407			58 South 10th Ave., Mt. Vernon, NY 10550

School Model Proposed to be Implemented in the Priority School Identified in this Application

Turnaround	Restart	Transformation	Innovation Framework		
☐	☐	☐	X		
Closure	**Evidence-based**	**Early Learning Intervention**	**College**	**Community**	**Career**
☐	☐	☐	☐	X	☐

Certification and Approval

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER / Designee	
Signature (in blue ink) Jeff Simon	Date 7-22-15
Type or print the name and title of the Chief Administrative Officer Dr. Kenneth Hamilton, Superintendent of Schools	
DO NOT WRITE IN THIS SPACE	

SIG SUBMISSION CHECKLIST - *Turnaround*, *Restart*, *Transformation*, *Innovation Framework*, *Evidence-based* and *Early Learning Intervention* Models

Documents for Submission	*Checked – applicant*	*Checked – SED*
Application Cover Sheet *(with original signatures in blue ink)*	X	☐
Proposal Narrative *(Including District-level Plan, School-level Plan)*	X	☐
Attachment A Consultation and Collaboration Form (required)	X	☐
Attachment B (required) School-level Baseline Data and Target Setting Chart	X	☐
Attachment C Evidence of Partner Effectiveness Chart	X	☐
Attachment D Budget Summary Chart	X	☐
FS-10 Form for Year-One Implementation Period. FS-10 available here: http://www.oms.nysed.gov/cafe/forms/	X	☐
Budget Narrative	X	☐
Memorandum of Understanding (required only if proposing *Restart* or *Innovation* model)	X	☐

M/WBE Documents Package (containing original signatures)

☐ Full Participation ☐ Request Partial Waiver X Request Total Waiver

Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
M/WBE Cover Letter	☐	☐	☒
M/WBE 100 Utilization Plan	☐	☐	N/A
M/WBE 102 Notice of Intent to Participate	☐	☐	N/A
EEO 100 Staffing Plan and Instructions	☐	☐	☐
M/WBE 105 Contractor's Good Faith Efforts	N/A	☐	☐
M/WBE 101 Request for Waiver Form and Instructions	N/A	☐	☐

SED Comments:
Has the applicant submitted all of the documents listed above? ☐ **Yes** ☐ **No**

Reviewer: _____ **Date:** _____

Mt. Vernon City School District – Grimes Elementary School

School Improvement Grant Round VI (2015 - 2020)

Narrative

I. District-level Plan (20 points)

A. District Overview – No points

The Mount Vernon City School District (MVCSD) is a diverse urban/suburban district serving approximately 8,598 students, including 2,561 students in three high schools, 1,427 in two middle schools, and 4,610 in 11 elementary schools. The City of Mount Vernon is comprised of 68,381 residents within 4.4 square miles and is located in southern Westchester County, directly on the Bronx, New York border. The median income level in Mt. Vernon is the lowest for all communities in Westchester County with 14% living below the poverty line, 8.7% unemployed, and 42% considered "cost-burdened," that is, spending more than 30% of their income on housing. Over 70% of students in the MVCSD receive free or reduced-rate lunch and almost half the families are single-parent led. MVCSD has been designated a Focus District with seven Focus Schools and one Priority School.

Theory of Action and District Approach to School Improvement

MVSD is implementing the following three research-based strategies necessary to support the rapid, dramatic, and sustained improvement needed for success:

1. Building the capacities of district and school leaders to identify, mount, and sustain the processes necessary to improve teacher quality and student learning, resulting in improved and measurable student achievement.
2. Developing a data-driven continuous improvement culture in which all stakeholders focus on driving, monitoring, and measuring student progress relative to clear, actionable, and quantifiable goals.
3. Building the instructional capacity of teachers to provide rigorous and standards-based instruction focused on achievement.

Currently, three key partners are working together to help build district capacity around the following three strands: District Support Systems and Structures (Annenberg Institute for School Reform), Common Core Standards Implementation and Data Driven Instruction (McREL International) and Teacher Preparation and Evaluation (Bank Street College of Education).

Additionally, through an open and transparent process involving representation from all stakeholders in both the School District and the Mount Vernon community, the Superintendent has embarked on a restructuring of both the District Central Office and, more important, a restructuring of the present K-6, middle and high school organization. The restructuring of the Central District Office includes an Office of School Improvement, headed by the Assistant Superintendent for Accountability, Innovation and School Improvement and staffed by a District Administrator for Data, Technology and Assessment who has developed Data Inquiry Teams in all 16 schools.

In addition, there are three content area District Standards Administrators: elementary ELA administrator, secondary ELA administrator, and a math/science K-12 administrator. The restructuring of the school organization, researched and assessed by Educorps, has begun with the initial establishment of two K-8 elementary schools and two K-8 school campus models in which neighboring elementary and middle schools will work together as one school.

In 2015-16, the District is partnering with Manhattan College for intensive PLC work across the district to establish a district-wide PLC for the benefit of students and to strengthen teacher and leader effectiveness. Selected participants from the District PLC will take free graduate education leadership courses from Manhattan College. The District is also a member of the NYSED Diagnostic Tool for School and District Effectiveness (DTSDE) PLC.

In the summer of 2015, the district is partnering with McREL International for curriculum alignment, revision, integration and management. The District also purchased the iREADY diagnostic assessment and benchmarking system for students in the district have iReady workbooks, grades 3-6.

District Readiness

As part of the School Improvement Grant Round VI application, the district has selected the Innovation Framework Community-Oriented School Design Model, which it will hope to implement in Grimes ES, one of the focus schools in the district most in need. The MVCSD has interviewed and will appoint a new principal to Grimes ES as of September 1, 2015.

Other indicators of District readiness include:

- Undertaking rigorous Learning Walkthroughs of all District Schools with special attention to a focus school.
- Making student achievement data the centerpiece of the budget presentations, underscoring for the community the need for immediate change.
- Creating a retirement incentive that has resulted in 55 staff members separating from the district—providing an opportunity for the district to recruit and hire high-quality staff committed to the work necessary to insure student success.
- The District has hired a new Assistant Superintendent for Curriculum an Instructional Services.

District's Theory of Action for Change

The Superintendent of Schools and the assistant superintendent of School Improvement will work with the Mount Vernon School Board to codify the theory of action as a policy to guide the district's efforts in closing the achievement gap, strengthening academic rigor and maximizing student learning at all levels by shaping district level management goals, policies, strategic planning and budgets. The district will work with its partner organizations to fully develop and craft such a policy. For purposes of guiding the district's school improvement efforts, the MVCSD proposes to structure its theory around framework that will enable the district to promote system-wide understanding of its actions, support strategic planning, serve as a basis for decision- making and provide a structure for critical reflection and ultimately serve as a diagnostic tool, or as a self-assessment.

The District has embraced the State's Race To The Top (RTTT) initiatives and is implementing the Common Core Standards in English Language Arts and Mathematics with literacy as both the foundation and focus upon which to build student learning. Additionally, student mastery of 21st

Century skills (critical thinking and problem solving, communication, collaboration, and creativity and innovation) forms another critical outcome of the teaching and learning process because no 21st Century skills' implementation can be successful without developing core academic subject knowledge and understanding among a literate student body. Students who can think critically and communicate effectively must build on a base of core academic knowledge and literacy. To this end, the MVCSD implemented a 21st Century PreK-12 curriculum from EngageNY that is aligned to the Common Core Standards and delivered through research-based instruction using benchmark, formative, and summative assessment from i-READY. To ensure that there is an effective teacher in every classroom and every building has an effective leader, the district has a NYSED approved APPR and has a process in place to calibrate building leaders' understanding of what constitutes effective teaching and effective leadership.

College and Career Readiness

In order to increase the number of students graduating MVCSD, career and college ready, the district implemented a PreK-12 literacy initiative and provided supports for struggling learners in robust extended learning time opportunities. The new district administrators for learning standards in ELA have held numerous workshops to support teachers in the implementation of the literacy initiative. Instruction for students in grades K-12 including special education follows a Balanced Literacy approach consisting of the following components: phonics (K-3), vocabulary/word study (4-12), independent reading, shared reading, guided reading, read aloud, shared writing, independent writing, and teacher/student conferences.

B. Operational Autonomies – 4 points

The ability to extend operational autonomies to schools that have been failing through most of the NCLB legislation period requires a leap of faith that this process will work. The early research shows that most districts extend autonomy to schools around the area of hiring of staff. However, the district believes that district leadership must embrace the notion of inequitable distribution of resources to support its weakest schools. The district will support increased autonomy for its priority and focus schools in 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection), in exchange for increased accountability, which will help to ensure successful student outcomes.

The district has always provided all schools with staffing autonomy, school-based budgeting, use of time during and after school, if there is adequate funding to pay teachers for extra work, and educational partner selection. The district has not provided schools with "program selection" autonomy previously. Under the newly restructured Central Office design, priority and focus schools report directly to the Assistant Superintendent for Accountability, Innovation and School Improvement whose role is to advocate and establish policies that protect schools' autonomy over their educational programs, staffing, finance, and operations in order to support continued innovation and performance. One of the key drivers in increasing operational autonomy is program selection, which Grimes ES will have.

In order for Grimes ES to accomplish its Innovation Framework Community-Oriented School Design Model approach from a Focus Level school to one of good standing, the MVCSD will provide the school with operational autonomy in 1) staffing, 2) school-based budgeting, 3) program selection, and 4) educational partner selection.

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In order for Grimes ES to accomplish its Innovation Framework Community-Oriented School Design Model approach from a Focus Level school to one of good standing, the MVCSD will provide the school with operational autonomy in 1) staffing, 2) school-based budgeting, 3) program selection, and 4) educational partner selection.

Staffing: In February 2009, the Board of Education of the MVCSD issued a Shared Decision-Making Plan, which enables each school building to exercise more control over staff hiring decisions. Each school building will appoint a Planning Team comprised of 50% staff and 50% parents, plus the Principal, PTA representative, and/or a Mt. Vernon Federation of Teachers Union designee. Teams must meet at least monthly and decisions are by consensus. A subcommittee of each School-Based Planning Team will be responsible for recommendations of selected candidates for hiring. The teams will review applications and resumes; screen candidates; and recommend in rank order candidates to the Superintendent of Schools for further screening. Before final action in hiring is taken, decisions and supporting rationale will be communicated back to the school team. Additionally, the District has agreed that no ineffective school staff members will be transferred to Grimes ES.

School-Based Budgeting: The District has provided operating flexibility and sustained support so that Grimes ES will not be hampered by budgetary restrictions to the extent possible. The District will align its resource allocation with the school's instructional priorities, including professional development, parent involvement and engagement, and additional staff needed to implement smaller learning communities.

Educational Partner and Program Selection: The newly assigned principal at Grimes ES will use an in-depth survey with his teaching staff to determine the type of services needed to increase student achievement, teacher efficacy through job embedded professional development, and site-based shared leadership and accountability.

The District staff and school staff (the preliminary Innovation Framework Community-Oriented School Design Model team) researched the "track records" of providers who facilitate job-embedded professional development in math and reading. In addition, a high priority for the school is technology-based education; teachers, district personnel and the DTSDE all rated Grimes ES low and in need of arts and technology-based interdisciplinary programs for ELA and math improvement.

The District staff and school staff, PTA president and the District Superintendent approved the selection of Waterford Early Learning Program, K-2, and iReady, 3-6, for English language arts (ELA) intervention and enrichment, as provided by McREL International as the educational partner for school improvement. Reimagine Excellence And Achievement Consulting House (REACH), LLC in school teacher leader coaching and focused school walks programs, including on site-based decision making, data driven instruction, and embedded professional development in research-based classroom best practices. More information on this process and selection.

C. District Accountability and Support – 4 points

As noted in the District Overview, MVCSD has established an Accountability, Innovation and School Improvement Office, led by the Assistant Superintendent for Accountability, Innovation and School Improvement and supported by a District Standards Administrator for School Improvement. The School Improvement Office both supports and provides direction to underperforming schools as well as ensures frequent monitoring and reporting. Underway is the creation of a District Accountability and Improvement Team to monitor the district, the individual schools, and the educational partners. The Team will include the Assistant

being revised. The MVCSD has Director of Special Education and a Director Bilingual and ESL Education NYS C.R. Part 154 English language learners and C.R. Part 200 for SWD's are strictly adhered to in serving MVCSD students with special needs.

G. District-level Labor and Management Consultation and Collaboration – 2 points

The 2015-2016 school calendar has not been completed as of this writing but once the District calendar has been established and approved by the School Board, the Grimes ES team will craft a school calendar with all considerations and awareness of school reform instructional goals, actions, supporting professional development and parental engagement.

The MVCSD has collaborated and consulted fully and transparently with recognized District leaders of the principals' and teachers' labor unions about the need of Grimes ES. These consultations took into consideration the development and implementation of the plan proposed for Grimes ES.

Evidence of consultation and collaboration is provided on Attachment A in this application package.

II. School-level Plan (60 points)

A. Assessing Needs of the School Systems, Structures, Policies, and Students – 4 points

Grimes ES is one of 11 elementary schools serving the City of Mt. Vernon. The community surrounding the school is comprised of middle-income families residing in private homes, rental or condominium apartments or public housing.

Student enrollment in grades K-6 is approximately 407 students, served by a staff of 60 of which 35 are teachers.

Following are some pertinent statistics for 2013-2014, NYS Report Card:

- 90% of students qualify for free or reduced-price lunch with 84.0% participating.
- Special education students make up 22% of the school population.
- ELL students make up 8% of the school population.
- 7.0% of students score proficient or above in ELA.
- 10% of students score proficient or above in math.
- Out of School Suspensions = 17% (80 students).
- Turnover rate for teachers 27%.

In addition, the Diagnostic Tool for School and District Effectiveness (DTSDE), final report, performed by the NYSED Integrated Intervention Team on February 10-11, 2015. The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department (NYSED). The team also included District representative, a District-selected OEE, and a Special Education School Improvement Specialist (SESIS) representative.

The review team visited a total of 23 classrooms during the two-day review. Reviewers conducted focus groups with students, staff and parents. Reviewers examined documents provided by the school, including curriculum maps, unit and lesson plans, school-wide data, teacher feedback, and student work. The DTSDE revealed the following:

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Superintendent for School Improvement, and the District Director for Data, Technology and Assessment. Monthly meetings will be held with the Grimes ES School Improvement Teams, comprised of the principal, community school coordinator, the assistant principal, classroom teachers, the special education supervisor and the consulting partners in order to review leading indicators and to insure compliance with this Innovation Framework Community-Oriented School Design Model approach for school improvement.

Chart for Planned Interaction

Planned Interaction	Person(s) Responsible	Time-2015
Staffing	**District Staff- Assistant Superintendent of Human Resources HR Staff and Assistant Principal**	**June, July and August**
School-Based Budget	**District Staff – Business Office and Assistant Principal**	**June, July and August**
Program Selection	**District Staff – Assistant Superintendent of Curriculum and Instruction, District Administrators for ELA, Math. Science and Technology and School Staff and Assistant Principal**	**June, July and August**
Education Partner Selection	**District Staff – Assistant Superintendent of Curriculum and Instruction, District Administrators for ELA, Math. Science and Technology and School Staff and Assistant Principal**	**June, July and August**

D. Teacher and Leader Pipeline – 4 points

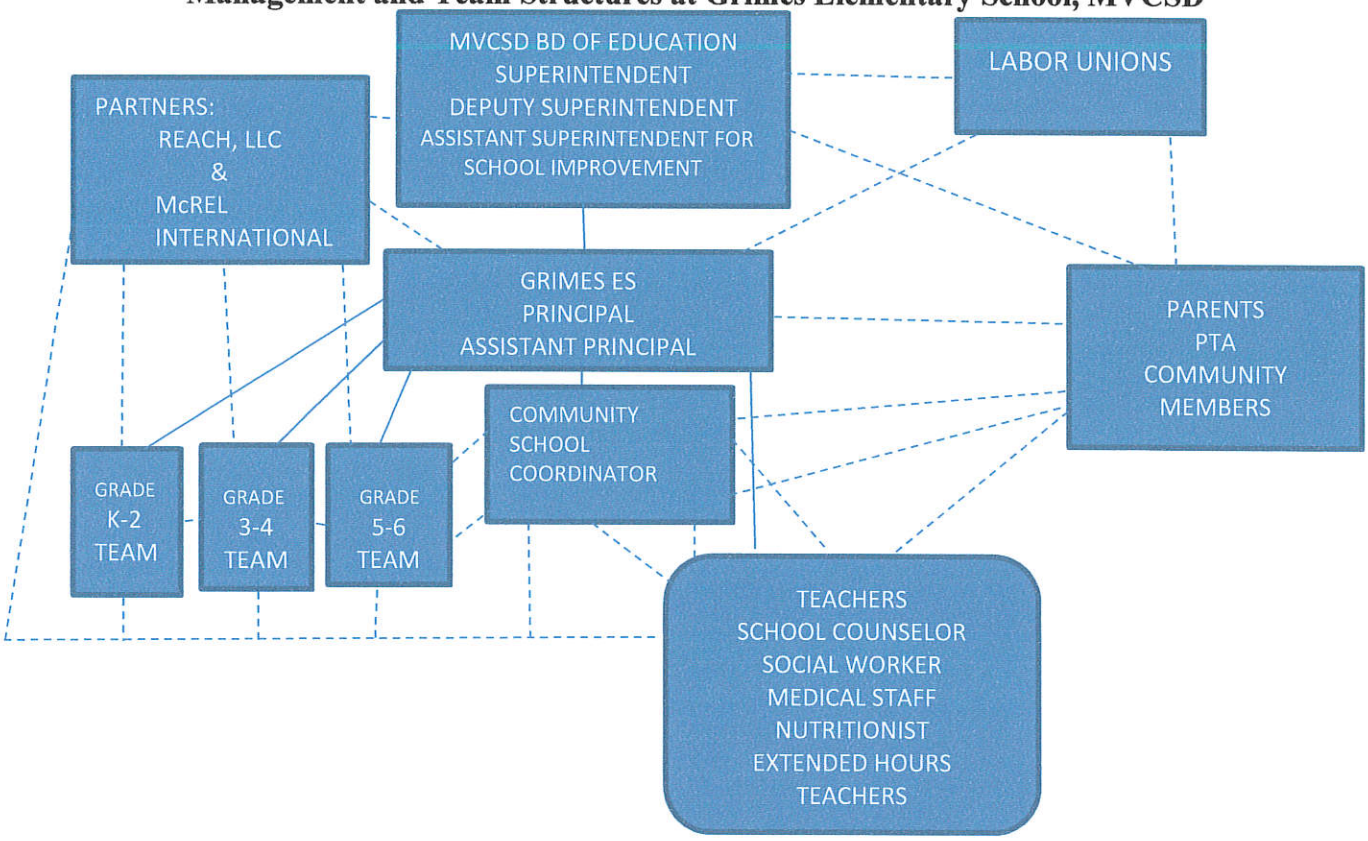
In 2012-2015, MVCSD, in collaboration with Bank Street College of Education and under the guidance of the Assistant Superintendent for Human Resources, began the development of a comprehensive approach for recruiting, evaluating, hiring, and retaining high quality staff. In addition, a partnership with Manhattan College focused on developing and supporting effective teachers and school leaders to ensure that every classroom is led by an effective teacher and every school is led by an effective principal. MVCSD representatives have met with teacher preparation colleges to discuss the teacher needs of the district. The approach has been

September January March		
July – September 2016	Summer Professional Development for Staff Completed	McREL, Inc. REACH, LLC
September 2016	Professional development survey	All staff
January 2017	Professional development survey	All staff
May 2017	Professional development survey	All staff
July – September 2017	Summer Professional Development for Staff Completed	McREL, Inc. REACH, LLC
September 2017	Professional development survey	All staff
January 2018	Professional development survey	All staff
May 2018	Professional development survey	All staff
July – September 2018	Summer Professional Development for Staff Completed	McREL, Inc. REACH, LLC

G. Organizational Plan – 4 points

The 2015-2015 school calendar has not been completed as of this writing but once the district calendar has been established and approved by the board, the Grimes ES Innovation Framework Leadership teams will craft a school calendar with all considerations and awareness of school Innovation Framework goals, actions, and supporting professional development.

Management and Team Structures at Grimes Elementary School, MVCSD



Superintendent for School Improvement, and the District Director for Data, Technology and Assessment. Monthly meetings will be held with the Grimes ES School Improvement Teams, comprised of the principal, community school coordinator, the assistant principal, classroom teachers, the special education supervisor and the consulting partners in order to review leading indicators and to insure compliance with this Innovation Framework Community-Oriented School Design Model approach for school improvement.

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completely codified and operational at the end of school year 2014-2015. Following is an excerpt from a recently produced teacher profile that will be discussed at the meeting:

What MVCSD Teachers Should Know and Be Able to Do?

1. Plan and deliver rigorous creative instruction that is interdisciplinary in scope and based on best practices.
2. Analyze student work and achievement data in order to plan instruction and design assignments.
3. Support the District goals and the Superintendent's initiatives.
4. Implement and adhere to the District curricula.
5. Communicate effectively to engage and motivate all students.
6. Address the learning needs of all students.
7. Contribute to a positive and effective school climate that supports academic achievement and the needs of the whole child.
8. Integrate literacy into teaching strategies and throughout all content areas.
9. Integrate technology into their teaching strategies.
10. Actively participate in professional development initiatives.
11. Uphold New York State Common Core Learning Standards (CCLS).

During the District's recent NYSED-led Integrated Intervention Diagnostic Review, the District identified the need to implement the following processes for altering hiring procedures and budget timelines to insure that the appropriate number and types of teachers and principals can be hired in a timely fashion:

1. MVCSD will continue to use the results of teacher and principal evaluations, the Teacher Improvement Plan procedure, and the Principal Plan Procedure to inform decisions regarding relevant coaching, induction support, and professional development needs; the decision for continuation or termination; and opportunities for advancement, recognition, and additional responsibilities.
2. MVCSD, in collaboration with Bank Street, is developing an action plan that identifies structures and strategies that lead to highly effective personnel.
3. In monthly meetings, MVCSD will offer new teachers and their trained mentors the opportunity to share best practices as well as discuss daily routines and district policies.
4. MVCSD has identified a cadre of 22 teachers (instructional coaches) to provide leadership and support to teachers to improve their instructional practices as measured by the APPR.
5. MVCSD has created partnerships with McREL International, Bank Street, REACH, LLC, and The Annenberg Institute for School Reform to improve instructional leadership and build district, school, administrative, and teacher capacity.
6. MVCSD will insure strategic re-assignment of effective teachers and administrators into high need schools.

District processes for altering hiring procedures and budget policies

During the recent NYSED review, the district's statement of practice *(The district is organized and allocates resources in a way that leads to appropriate levels of support for schools based on*

the needs of the school community [and in such a manner to] promote school improvement and success) received a HEDI rating of effective. Following are some of the specific actions that led to the rating:

1. Current development of a 3-year financial plan assuming flat state aid increases, current wage/benefit increases and other trend analyses.
2. Staffing Allocation Committee to identify staff needed by March of the preceding school year.
3. The District has conducted a performance audit on the cost of services to students with disabilities (SWD), limited English proficiency (LEP), and general education program to increase cost efficiency.
4. The District continues to conduct annual administrative staffing comparisons and adjust staffing in order to reallocate funds to the instructional program.
5. The District continues to conduct in-depth expenditure analyses and comparisons by functional activity to capture and compare allocation of resources to previous years and to similar districts in order to provide appropriate cost shifting and savings.

District-wide training programs to build the capacity of leaders

The MVCSD currently offers district-wide training programs designed to build the capacity of those in leadership positions in leading dramatic change in low-achieving schools. 100% of the administrators at Grimes ES, a focus school which is the subject of this Innovation Framework Community-Oriented School Design Model, will participate in training programs. The programs are geared to build leaders' capacity to implement the six instructional shifts of the CCLS for Math and ELA, building and using data inquiry teams, and conducting low inference observations. The District has set the following targets for its leadership programs:

- 100% of educational leaders, appropriate district personnel, principals and assistant principals will develop an understanding of highly effective teaching and instructional practices as measured by an 80% inter-rater score in the Danielson rubric.
- Educational leaders will be proficient in leading the teaching, learning, and assessing process as measured by no fewer than 75% of principals receiving an effective or highly effective rating on the Multidimensional rubric and the approved Principal APPR plan.
- By the end of 2015 school year, all administrators will have received more than 40 hours of targeted professional development to support the implementation of Common Core State standards, literacy development, and data analysis provide by McREL International.
- MVCSD offered an 8-session Leadership Seminar led by Bank Street for principals and administrators on Conducting Low Inference Teacher Evaluations, Providing Appropriate Coaching and Feedback, and Teaching for Impact.
- McREL has provided 9 sessions on the Common Core Learning Standards and Data Driven Inquiry.

District-wide training programs to build the capacity of teachers

MVCSD currently offers district-wide training programs designed to build the capacity of teachers in leading dramatic change in low-achieving schools. 100% of the teachers at

Grimes ES, a focus school which is the subject of the Innovation Framework Community-Oriented School Design Model will participate in training programs. The programs are geared to build teachers' capacity to implement the six instructional shifts of the CCSS for Math and ELA, building and using data inquiry team, and conducting low inference observations. Training is provided by SWBOCES, district administrator for learning standards, turnkey teachers, coaches, McREL, and REACH, LLC. The following are the goals for teacher professional development:

- Proficiency in teaching, learning, and assessing within their respective content areas as evidenced by a 20% increase in the number of teachers earning an effective rating on the Danielson rubric and the approved teacher APPR plan.
- By the end of school year 2015, teachers will receive more than 40 hours of targeted professional development to support the implementation of Common Core State standards, literacy development, and data analysis.
- By the end of school year 2015, teachers will receive more than 20 hours of targeted school-based professional development to build teacher capacity in the use of data-driven instruction.

E. External Partner Recruitment, Screening, and Matching to Priority Schools – 4 points

The MVCSD for Grimes ES used an in-depth 2015 DTSDE student survey (March 3 – April 22, 2015) prepared and administered by *2015 K12 Insight, LLC* to determine the type of services needed to increase student achievement, teacher efficacy through job embedded professional development, and site-based shared leadership and accountability. The survey demonstrated deficient areas in academic preparation (ELA and Math); student support and engagement; school leadership; teacher quality; school operations; safety and behavior; diversity and equity; and parent and community engagement.

In addition, the following are some pertinent statistics for Grimes ES, 2013-2014 – NYS Report Card:

- 90% of students qualify for free or reduced-price lunch with 84.0% participating.
- Special education students make up 22% of the school population.
- ELL students make up 8% of the school population.
- 7.0% of students score proficient or above in ELA.
- 10% of students score proficient or above in math.
- Out of School Suspensions = 17% (80 students).
- Turnover rate for teachers 27%.

The District staff and school staff (the preliminary Innovation Framework Community-Oriented School Design Model team) researched the "track records" of providers who facilitate job-embedded professional development in math and reading. In addition, a high priority for the school was art and technology-based interdisciplinary education; teachers, district personnel and the DTSDE all rated Grimes ES low and in need interdisciplinary educational strategies.

The school staff, the District staff, PTA president and the District Superintendent approved the selection of the Waterford Early Learning program (grades K-2) and iReady (grades 3-6) for improvement in ELA and math. McREL International will be the educational partner for

Mount Vernon City School District

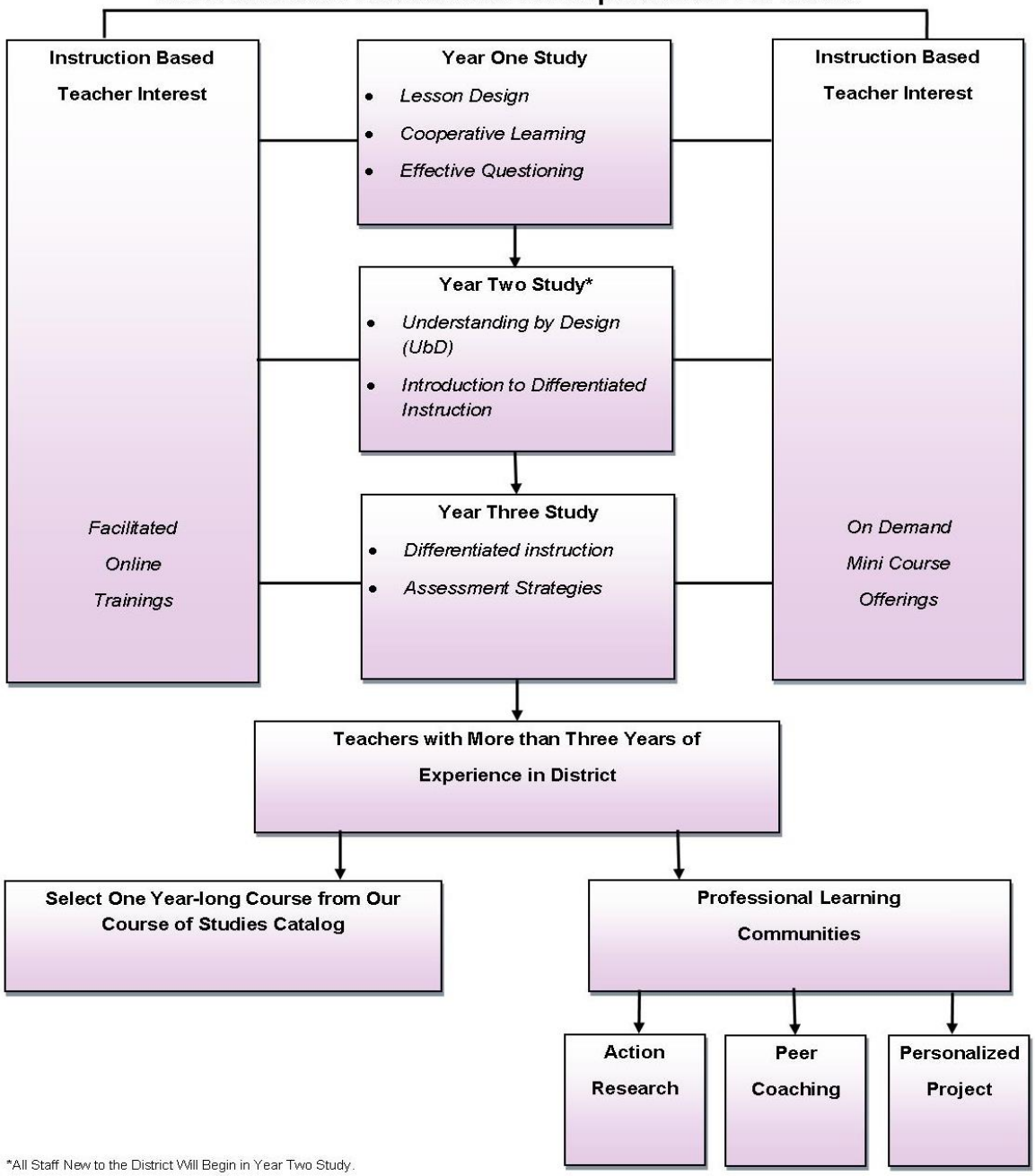
Professional Development Plan 2015 - 2016

Mount Vernon City School District

FOCUSING ON EXCELLENCE

Submitted through the office of Dr. Jeff Gorman, Deputy Superintendent of Schools

Differentiated Professional Development: A PLC Model



*All Staff New to the District Will Begin in Year Two Study.

Flow chart based on the work of Dr. Christopher H. Tienken and Lewis Stonaker (2007, Spring). When Every Day is a Professional Development Day. The Journal of the National Staff Development Council (Learning Forward) 28 (2) 24-29.

PROGRAM OVERVIEW

Our district's Professional Development Plan provides options for staff members and stresses a personalized professional development experience. The plan's themes will further emerge from staff feedback collected during surveys administered in the spring of 2015.

The first part of the plan is devoted to staff members new to the profession. New teachers need a customized support system and the plan addresses those needs by providing a sequenced professional development experience. First year staff will participate in a program designed to address classroom management, lesson planning and preparation, cooperative learning strategies, and strategic questioning. During year two, in-depth work with Understanding by Design and Introduction to Differentiated Instruction, will be the focus. In year three the staff members will work together to study Differentiated Instruction. Descriptions of these offerings will be produced through a district Professional Development Course of Studies booklet.

Peer coaching will allow staff to team up with a colleague in their building or in the district and visit each other's classroom a minimum of one time each quarter. Each participant chooses an instructional focus they would like to receive feedback on from their partner during the visits.

Staff can also choose to design their own classroom-based projects. The project must be instructionally focused and its outcomes must directly impact the students. Staff is encouraged to work with others.

Student achievement is a major focus of our professional development plan, which includes both product and process. Success is measured not only by scores on standardized tests, but also by character development. Students are expected to become self-driven learners, and productive members of our community. The faculty's role is to guide students along their academic journey by instilling a love of learning, developing exemplary character, and encouraging responsibility through social, physical, and emotional discoveries.

All decisions are made on the premise that children must come first. We make decisions that are inclusive, sensitive and meaningful to our diverse population. All members of our community are responsible for building capacity to reach excellence. We support teacher and student collaborations to maximize the potential for improved outcomes in achievement. We strive to help our students grow into responsible members of our democratic society by instilling a love of learning, developing character, and encouraging responsibility. We believe that there are no disposable students in our community and every child means every child.

Our aim is to provide content based learning experiences, which are useful and meaningful to students as they progress through the grades and beyond. Paralleling experiences in communications, technology, the arts and sciences will further ensure that the future leaders of our country are prepared for the competitive workplace and possess the love, respect, sensitivity and desire to preserve humanity, the environment and our American heritage. We are also committed to meeting the core curriculum put forth by the state.

The definition of success is dependent on securing data from a variety of sources, including standardized test scores team and departmental assessments, and formative and summative assessments within the individual classroom such as I-Ready and Dibels data. A strong emphasis is being placed on improving literacy among our students through the creation of a district-wide Response to Intervention (RTI) prototype. Our high schools are adding a balance between measured outcomes in standardized testing, improving graduation rates, and passing Regent's exams by improving reading, math and writing scores.

The District will support these definitions through our myriad of Professional Development offerings and opportunities, ranging from one-day mini-courses, full-year endeavors, blended learning opportunities, workshops conducted by our standards administrators and directors, BOCES led workshops when appropriate and Personalized Professional Development Projects all designed to be job-embedded and using components of the Professional Learning Communities model and the National Staff Developments Councils / Learning Forward's Vision for Professional Development in the 21st Century School.

With all of the professional development opportunities that we will provide our staff, we are confident that we can meet most of these priorities in-house and we will provide opportunities for our staff to attend out-of district and on-line opportunities for those that we don't have the capacity to train on in district.

Our "On-Demand" component of our mini-course program will allow us to meet new needs as they become evident to staff and administration throughout the school year and beyond.

The district will create a Course of Study catalog to address the various needs of the staff. Courses such as the Danielson Framework, Technology integration based on the SAMR and TPACK model and RTI will serve as the instructional hub for our staff. Additionally, an eclectic approach will be used as a way to implore innovative professional learning opportunities such as the use of a blended learning model that we have piloted this year through *Literacy Solutions*, a differentiated online course that is open to staff individuals, research based and allowing for sharing and creation of content.

DIFFERENTIATED PROJECT CHOICE OVERVIEW

Differentiated Professional Learning Communities will be offered to experienced staff members as part of attaining academic goals. Staff can work individually or as a small professional learning community. Options include Action Research, Personalized Projects, or Peer Coaching. All projects must be driven by S.M.A.R. T. goals, have a direct impact in the classroom and be based on the district's Professional Learning Community (PLC) model. Below is a small sample list of suggested PLC topics based on district needs assessments and administrator input. The list will be expanded as we engage stakeholders in the process.

Possible PLCs for 2015-2016

1. **Articulating the Common Core in Science MS/HS**
2. **Articulating the Common Core in Social Studies MS/HS**
3. **Yearlong projects and PD for Evaluation (Guidance, Media, CST, School Psychologists, Speech, Nurses, etc)**
4. **I-Ready**
5. **Dibels**
6. **Next Generation Science Standards: Linking SLOs and Data to Assess Three Dimensional STEM Learning**
7. **Breaking Down the Common Core in Algebra and Geometry**
8. **Grades K-2: Refining Best Practices Using the Common Core and Small Group instruction**
9. **Teacher Improvement Plans**
10. **Using Data to Drive Instruction**
11. **Common Core for the Special Area Teacher**

The Planning Process

We are aware that building professional development structures involve collaborative, team-based learning through the use of Professional Learning Communities, year-long offerings, mini-courses, and personalized projects. Each year, there will be designated full and half days for professional development for all staff. Professional development opportunities will be offered on a variety of topics with staff members making selections in concert with their administrator based on their particular staff development needs. Teachers may also select to participate in a differentiated professional development model by working alone or in groups on approved PD personalized projects. Teachers will commit to one professional development topic for the year thus promoting a job-embedded approach to learning.

Year 1, Year 2, and Year 3 teachers participate in a year-long course which covers lesson planning, classroom management, unit design, differentiated instruction, Understanding by Design and effective questioning. In addition, Year 2 and 3 teachers will be afforded the opportunity to participate in a year-long PLC. This PLC will be comprised of peers in their grade band. Each PLC will meet bi-monthly with a Coach and work toward a group identified common goal. Areas of focus will include but are not limited to the Danielson Framework, classroom management, behavior modification, lesson design, and assessment practices. In class coaching will be provided for these teachers as an extension beyond professional development.

Curriculum development with peers will take place throughout the school year. Most curriculum writing will be scheduled during the early summer with administrative staff available to assist the writing teams. All new and revised curriculums will contain Common Core Standards, 21st Century Skills and ISTE Standards as well as big ideas, essential questions, and assessment samples.

Mini-courses held during the school day will continue to meet the needs of staff. Trained colleagues will design and present these workshops, taking advantage of the wealth of resources found within the district. In addition, after school workshop opportunities will be held throughout the school year. After school classes will run for up to ten weeks in length at two hours per class. Topics will be in direct response to our needs assessment and range from using I-Pads in the classroom to the Danielson Evaluation Model.

Summer professional development sessions will also be run outside the normal school year pending budget and funding formulas. Mentor training will be held throughout the year in conjunction with the teachers union who have developed a comprehensive program through a grant.

Professional leave will be an integral part of the professional development opportunities offered to our staff. All workshops and professional conferences will be evaluated by the staff upon their completion and a data base of outstanding workshops and presenters will be kept to be shared with staff requesting similar training and for future in-service training needs.

Teacher leader training workshops will be held on campus. These “Train the Trainer” workshops will promote the development of district experts on a variety of topics.

Staff members can take a “How to Manage a PLC” course this year that will cross over into our district work with the STLE grant over the last two years. This course will educate and guide the current teacher leaders on supporting collaborative experiences using Professional Learning Communities (PLCs). This approach will further promote job-embedded professional development.

Summer administrative workshops will be held during the summer “sacred days” to avail the administrative staff to the same areas of training as our teaching staff receives so they can effectively evaluate the progress of district’s professional development plan.

Administrators, supervisors, and staff developers will conduct frequent classroom walkthroughs to gather data on current teaching methods and curriculum implementation. Data from the walkthroughs will be used to improve teaching and learning in the classroom.

Professional development libraries will be established in each school’s library. Literature is available to staff throughout the school year. In addition, current educational literature is distributed to the staff periodically in hopes of sparking an interest of various educational methodologies.

Graduate course work and other college opportunities are made available to our professional staff. Newsletters and memos are sent to staff identifying opportunities available from area colleges and universities.

“Useful Websites” and “Useful Documents” links will be established on our school district website so teachers can be guided toward helpful Internet sites that have been pre-evaluated for validity and usefulness.

Building and grade level workshops are designed and held as needs are identified by administration and staff.

All Teacher Assistants (TAs) and aides will be trained on a variety of professional development topics by the district’s administrative staff and outside sources throughout the school year.

Each school-based PD Committee will communicate the professional development plan to staff members during the teachers’ monthly staff meetings.

Our mini-course program (5 and 10 PD hours, held during school hours, after school and during summer) allows for staff to receive training in other areas of interest while at the same time being able to commit to a year-long area of focus. Our mini-course program also allows us to provide staff training in areas identified during our needs assessments.

Grade level and faculty meetings along with our additional half-day in-service days that are not a part of our structured PD program, are also often used by the staff and administration to discuss professional development projects or to provide specific professional development training.

Our Teacher Exchange program will provide the professional development department with a budget to provide release time for our staff to peer coach, work on projects or mentor new or struggling colleagues. It should be noted we are hopeful to gain an elementary and secondary professional development coordinator along with literacy and mathematics coaches to organize this comprehensive program and to work side by side with teachers and administration. We encourage our entire first year teacher cadre an opportunity to observe veteran staff, and it is usually done early in the school year. All staff participating in our Peer Coaching PLC model must preconference, observe and post conference with each other a minimum of 4 times (1 time per marking period) to successful complete the program.

Our district website will have an extensive professional development component that includes links to our professional development and mentoring plans, all of our templates that must be completed before being approved for PLCs in Action Research, Peer Coaching and Teacher Created Personalized Projects. Our full year and Seasonal Catalogs, Mentoring Documentation Forms, Surveys and Project Abstracts will be found on this site. In, addition, we are also providing for our staff what we will identify as the Top 75 (and counting) Websites for Classroom Teachers and Useful Documents for Classroom Teachers.

Our district will have two full-time Staff Development Coordinators working year round to provide quality professional development for all administrators, teachers and support staff. They will train teacher leaders through our Train the Trainers program. These teacher leaders provide a majority of our seasonal trainings and also provide resources for teachers in each of our 16 buildings. We will use a Professional Development Feedback Form to identify out-of-district providers who may have a particular expertise in something not offered in district.

The following resources and structures will be in place pending budget approval to support our professional development program for the 2015-2016 school year:

1. Our district will develop a core of teacher leaders to assist in training our staff during in-service days, mini-courses and our after school, weekend and summer programs. We need to enlist and train staff within our district that possesses a wealth of experience and expertise.

2. Our district will hire two full time staff development coordinators who will be responsible for implementing the district's plan with the assistance District Professional Development Committee and the Office of Curriculum and Instruction.

3. The district's administrative staff and staff developers will continue to formally and informally observe and evaluate teachers, giving valuable constructive criticism to members of the district.

4. The district has two full and four half-day in-service days built into the school calendar for the training of all staff.

5. Mini-courses and summer workshops will continue to be offered to staff on a variety of topics in order to ensure job-embedded practices.

6. Online staff development programs are offered through the district such as Literacy Solutions. These programs are offered as a hybrid mini-course or an independent online study.

7. Local college offerings will continue to be an integral part of our staff development program with staff being encouraged to continue their educational training.

8. Out-of-district workshops and conventions are available to our staff and will be evaluated by the attending staff members upon their return.

9. Presenters from the outside will be used to train our staff during in-service training, for our after school, weekend and summer programs; as needed.

10. The Board of Education, community and student body will be encouraged to assist our district in the development and implementation of our staff development programs. Strong support of our program from these resources is a valuable tool in developing and expanding our programs. Our community partnerships and grant resources are filled with a wealth of knowledge that needs to be further tapped.

11. Our secretarial staff in the Office of Curriculum and Instruction will play an important role in the success of our staff development program by assisting with clerical skills such as how to use Board Docs.

12. The professional development will also include contracted BOCES staff to support the needed professional development for educational technology integration into the district.

13. We will reconfigure and utilize the many advantages that My Learning Plan has to offer as a vehicle to managing the professional development program.

District leadership in the form of Principals, Assistant Principals, Standards Administrators and Directors must embrace our model of professional development in order to achieve success. They will meet with all staff members during the spring to discuss the outcomes of their current professional development plan and to have discussions and make a joint decision on their selection of professional development for the coming school year.

Assessment of Professional Development

Staff will be focusing on a variety of topics in the district through the year along with our mini-course offerings. We also expect to have numerous personalized Action Research projects approved by our building administration and our content area standards administrators. All of our classes and projects have a common thread in that they focus on meeting the needs of our student population to the best of our ability. Because we have a job-embedded component in each class, we expect that all teachers and Teacher Assistants will be taking information learned during their trainings immediately back to their classrooms. Evaluating the effectiveness of their implementation to meet the needs of their students is a component in all of our studies.

Because we plan on differentiating the training provided to our staff, we are hopeful to increase the likelihood that our staff is participating in the offering that best meets their needs in providing best practices to their students. Their Administrative Support Person will meet with them at least three times during the school year to discuss progress and next steps in classroom use. All class lists and projects are sent to trainers, administration, and PLC participants during the month of May to provide time to prepare for the following year's program. In preparation for the 2015-2016 school year we will adapt a hybrid model for implementation.

Our classroom walkthrough tools, classroom formal and informal observations, lesson plan reviews, instructional rounds, DTSDE reviews, teacher exchange and peer coaching models, meetings held with our Administrative Support People, Danielson Framework Coaching, and professional development surveys and feedback forms will all be used to monitor the progress of our staff. All in and out-of-district workshops attended will require staff to complete a feedback form which asks them to reflect on the training and to describe how the training will affect their classroom instruction.

2. The definition of success is dependent on securing data from a variety of sources, including standardized test scores, team and departmental assessments, and formative and summative assessments within the individual classroom using the Managing for Results model.

3. Using Regents, NYSED standardized testing, PSAT, SAT, & AP scores, benchmark scores, as well as portfolios, we will identify areas of strengths and weaknesses for both the individual student and grade levels. Also comparing data to a curriculum that is user friendly and mapped to identify overlaps and gaps in instruction will assist us in improving the quality of our program.

4. All of our course offering are designed to include a job embedded component during the afternoon sessions of the trainings. Our trainers will become facilitators at this time. Participants are required to bring with them materials that they can use to design lessons, activities and/or strategies that can be used in the classroom in the near future. These are evaluated both before and during the next scheduled session. Our teacher exchange and peer coaching programs allow for further reflection tools.

All of our Trainers will also trained in the formation of and support for Professional Learning Communities. During the initial afternoon session for each course, participants form groups that can be based on subject areas, grade levels or course components. These PLCs can last for the full year or may change during the course. Participants can choose to work alone as long as they share their information with other course participants.

All of our personalized action research projects are designed to be both job-embedded and collaborative, yet we do allow staff to work alone if they have a unique classroom or job description need. All projects have proposals that must be used to design, reflect on, and share results with an Administrative Support Person and colleagues.

Proposals have been designed for PLC: Action Research, PLC: Peer Coaching and PLC: Personalized Projects.

Three-Year Plan

During the 2015-2016 school year, we will begin this new process for the district. We will hire our two staff development coordinators, who will work on structure via MLP; Training of teachers and administrators in courses, collecting and analyzing professional development needs assessment and putting together course offering during year 1. This along with working with our new teachers will comprise the work that needs to be completed to establish this foundation. Additionally, the introduction of professional development committees inclusive of building leadership will help to bring it together and give voice to the needs of each building, while connecting central office goals to that of the schools in a systematic process. We will use a consultant to help establish standards for the structural set up of the program that would support the development of a district-wide Professional Development Program. The scope of this work might include but is not limited to the following activities: facilitating administrative articulations, identifying and analyzing district professional development needs, unpacking and understanding professional development standards and models with key stakeholders, training potential professional development facilitators and leaders in adult learning theory and workshop development, providing coaching to both administrators and teacher leaders, and collaborating on "next steps" in the professional development model.

During year two we will look at introducing the process for additional needs of staff with three or more years of experience. Experienced staff can choose between content specific offerings from our course of studies or participate in a Professional Learning Community focused on action research, peer coaching, or personalized projects that emphasize making sense of the Common Core State Standards and creating Units of Study.

During year three we will provide teachers with a full-implemented process that captures all components of job-embedded professional development stemming from individual buildings, administrative trainings and PLCs, teachers in need of improvement and full coordination through the content specific offerings that will meet during each of our Superintendent's Conference Days. The first session of each offering will follow a pre-planned experience. Each subsequent session will be driven by the needs of the participants. Every offering is designed to include an instructional and application component. During this period, the staff breaks into small professional learning teams and discusses ways to implement the new information into classroom lessons.

Those taking the path of Action Research will select an area of study in their classroom, collect baseline data, and use this data to create an instructional action plan. After the implementation of the plan, participants will reflect upon their experience and repeat the process as needed.

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The school staff, the District staff, PTA president and the District Superintendent approved the selection of the Waterford Early Learning program (grades K-2) and iReady (grades 3-6) for improvement in ELA and math. McREL International will be the educational partner for

professional development aligned with the CCLS in math and ELA, providing intervention and enrichment. iReady will also be for enrichment, homework assistance and parental involvement. REACH, LLC will also provide professional development to increase student achievement and eliminate achievement gaps by increasing administrative and teacher leadership capacity to strengthen instruction, to improve teacher use of formative and summative assessment data to change instruction. McREL will also deepen implementation of the Engage New York ELA and Math modules and to support RtI. These services will help make sustainable changes that will change the odds for students and the staff who lead and teach them.

McREL International (Rationale): Professional development and instructional support in ELA, mathematics and science- Established in 1966, McREL International is a 501(c)(3) private non-profit organization whose purpose is to improve education through applied research and development. McREL has more than 49 years of experience conducting research and evaluation, developing resources and tools, and providing technical assistance, professional development, and consultation in system improvement, the development of standards-based programs, student assessment, evaluation and policy studies, strategic planning, out-of-school-time learning, and leadership development.

McREL International has been engaged in continuous school improvement through both standardized and customized approaches for the past 14 years. McREL supports client needs and goals by serving in various roles, including: strategic consulting, thought partnership, leadership and instructional coaching, technical assistance, and professional development. McREL staff have worked directly with clients at school sites in the United States and internationally through customized school and system-specific support approaches that include school diagnostic review, focused turnaround planning, strategies for improving leadership and instructional practices, and methods to progress monitor implemented strategies.

McREL International staff holds a core belief that its organization serves to influence educators at all levels of the system to bring about positive changes that will lead to improved outcomes, and ultimately to the implementation of approaches that will change the odds for the students they serve. In supporting schools and school systems, they draw upon a wide-range of knowledge bases including our highly regarded original meta-analytic research on the topics of system- and school-level leadership, high quality instruction, factors related to school success, and system change – enhanced by current research from other thought leaders in the field that are amplified through our superior execution of customized client services and solutions. McREL has a strong suite of highly vetted publications, products, and services, that supports continuous school improvement and its ongoing implementation is indeed customized work that must start with the specific needs of the school.

Reimagine Excellence And Achievement Consulting House (REACH), LLC

Leadership Development and Coaching (Rationale and Data): Since Grimes Elementary School is experiencing a leadership change after having a long-standing school leader, it is paramount that the new principal and teachers receive support focused on strategies to embrace and accomplish a new school vision of shared accountability and strong collaboration often found in a Community Schools model.

According to the 2015 Diagnostic Tool for School and District Effectiveness (DTSDE) Report, the tenet that measures school leadership decisions and practices aligned to vision, teacher growth and support, and systems and structures were rated as ineffective, while use of resources was rated developing. In addition, where teacher leadership is expected in the

DTSDE, the ratings aligned to teacher leadership in curriculum development and support and pedagogy decisions and practices were rated ineffective, as well. The report further noted that staff leadership aligned to supporting students and engaging families were developing. To address the crucial need of developing leadership across the school community, the Reimagine Excellence and Achievement Consulting House (REACH), LLC will combine their trademark School Leader Coaching Program™ (SLCP) and Teacher Leader Coaching Program™ (TLCP).

This comprehensive approach will enable the new school leader and a subset of Grimes Elementary School staff to develop the skills necessary to address curriculum development, teacher practices, and ultimately increase student achievement.

Since the average mathematics performance of students scoring at or above proficiency on the New York State Education Department (NYSED) assessments for Grimes ES are 7% and 10% in English language arts and mathematics, respectively, and the qualitative indicators for social emotional and developmental health and family and community engagement yielded all developing ratings with the exception of an effective rating for collaboration between the school and community based organizations, it is clear that the support aimed to improve leadership aligns to academics, as well as, culture and climate dynamics in the school.

The Approach: The REACH School Leader Coaching Program™ (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. At the same time, we realize that teacher leadership is a growing practice in school improvement. It is particularly important to school leaders to have a teacher or group of teachers to assist with leading various aspects of the school improvement efforts. Coaching begins in July and ends in June of the following year. Cultivating teacher leaders is a sure way for a staff member to feel empowered.

Research has proven that when teachers feel empowered, they begin to subscribe to a sense of shared accountability. According to Joyce and Showers (2002), teachers benefit immensely when they receive coaching focused on developing leadership skills versus one-off professional development workshops. The combined approach of supporting the school leader as well as, the teachers will be aimed to assist the school with preventing what York-Barr and Duke (2004) suggest that many teacher leaders get involved in; administrator roles, facilitating meetings, and other tasks that do not align to student achievement.

To be clear of the goals to be achieved during the 2015-2016 school year and every year thereafter during the SIG granting period will be to increase the following: qualitative ratings on the DTSDE school review report, student achievement, student attendance, positive perceptions aligned to leadership, and decrease teacher absences. The indicators will be mapped-out and monitored by REACH, LLC, McREL International, the district, and school community.

F. Enrollment and Retention Policies, Practices, and Strategies – 2 points

MVCSD has an open enrollment policy in place to reduce racial and economic imbalance as much as possible across the school district. The District's enrollment policies for students with disabilities and English Language Learners are governed by location of student services and geographic ease. In 2009 MVCSD developed a promotion and retention policy, basing promotion on satisfactory achievement as indicated by grades and results of nationally normed tests and state and local assessments. As part of the restructuring process, this policy is currently

DTSDE, the ratings aligned to teacher leadership in curriculum development and support and pedagogy decisions and practices were rated ineffective, as well. The report further noted that staff leadership aligned to supporting students and engaging families were developing. To address the crucial need of developing leadership across the school community, the Reimagine Excellence and Achievement Consulting House (REACH), LLC will combine their trademark School Leader Coaching Program™ (SLCP) and Teacher Leader Coaching Program™ (TLCP).

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The Approach: The REACH School Leader Coaching Program™ (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. At the same time, we realize that teacher leadership is a growing practice in school improvement. It is particularly important to school leaders to have a teacher or group of teachers to assist with leading various aspects of the school improvement efforts. Coaching begins in July and ends in June of the following year. Cultivating teacher leaders is a sure way for a staff member to feel empowered.

Research has proven that when teachers feel empowered, they begin to subscribe to a sense of shared accountability. According to Joyce and Showers (2002), teachers benefit immensely when they receive coaching focused on developing leadership skills versus one-off professional development workshops. The combined approach of supporting the school leader as well as, the teachers will be aimed to assist the school with preventing what York-Barr and Duke (2004) suggest that many teacher leaders get involved in; administrator roles, facilitating meetings, and other tasks that do not align to student achievement.

To be clear of the goals to be achieved during the 2015-2016 school year and every year thereafter during the SIG granting period will be to increase the following: qualitative ratings on the DTSDE school review report, student achievement, student attendance, positive perceptions aligned to leadership, and decrease teacher absences. The indicators will be mapped-out and monitored by REACH, LLC, McREL International, the district, and school community.

F. Enrollment and Retention Policies, Practices, and Strategies – 2 points

MVCSD has an open enrollment policy in place to reduce racial and economic imbalance as much as possible across the school district. The District's enrollment policies for students with disabilities and English Language Learners are governed by location of student services and geographic ease. In 2009 MVCSD developed a promotion and retention policy, basing promotion on satisfactory achievement as indicated by grades and results of nationally normed tests and state and local assessments. As part of the restructuring process, this policy is currently

being revised. The MVCSD has Director of Special Education and a Director Bilingual and ESL Education NYS C.R. Part 154 English language learners and C.R. Part 200 for SWD's are strictly adhered to in serving MVCSD students with special needs.

G. District-level Labor and Management Consultation and Collaboration – 2 points

The 2015-2016 school calendar has not been completed as of this writing but once the District calendar has been established and approved by the School Board, the Grimes ES team will craft a school calendar with all considerations and awareness of school reform instructional goals, actions, supporting professional development and parental engagement.

The MVCSD has collaborated and consulted fully and transparently with recognized District leaders of the principals' and teachers' labor unions about the need of Grimes ES. These consultations took into consideration the development and implementation of the plan proposed for Grimes ES.

Evidence of consultation and collaboration is provided on Attachment A in this application package.

II. School-level Plan (60 points)

A. Assessing Needs of the School Systems, Structures, Policies, and Students – 4 points

Grimes ES is one of 11 elementary schools serving the City of Mt. Vernon. The community surrounding the school is comprised of middle-income families residing in private homes, rental or condominium apartments or public housing.

Student enrollment in grades K-6 is approximately 407 students, served by a staff of 60 of which 35 are teachers.

Following are some pertinent statistics for 2013-2014, NYS Report Card:

- 90% of students qualify for free or reduced-price lunch with 84.0% participating.
- Special education students make up 22% of the school population.
- ELL students make up 8% of the school population.
- 7.0% of students score proficient or above in ELA.
- 10% of students score proficient or above in math.
- Out of School Suspensions = 17% (80 students).
- Turnover rate for teachers 27%.

In addition, the Diagnostic Tool for School and District Effectiveness (DTSDE), final report, performed by the NYSED Integrated Intervention Team on February 10-11, 2015. The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department (NYSED). The team also included District representative, a District-selected OEE, and a Special Education School Improvement Specialist (SESIS) representative.

The review team visited a total of 23 classrooms during the two-day review. Reviewers conducted focus groups with students, staff and parents. Reviewers examined documents provided by the school, including curriculum maps, unit and lesson plans, school-wide data, teacher feedback, and student work. The DTSDE revealed the following:

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Attachment A
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature *does not* indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead	Date 7/20/15	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Charles Brown		
Type or print name		
Teachers Union President / Lead Jeffrey C Yonkers	Date 7/14/15	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name		
Parent Group President / Lead [signature]	Date 7/14/15	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name		

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The review team visited a total of 23 classrooms during the two-day review. Reviewers conducted focus groups with students, staff and parents. Reviewers examined documents provided by the school, including curriculum maps, unit and lesson plans, school-wide data, teacher feedback, and student work. The DTSDE revealed the following:

TENET	RATING	RECOMMENTATIONS
Tenet 2 – School Leader Practices Decisions	Ineffective (I)	The school leader should develop an academic mission aligned to the data systems already in the school and assign a designated academic leadership team to take responsibility for setting SMART academic targets, monitoring the impact of curriculum implementation and instructional practice toward achieving these Targets, and making timely actions in response to signs that student achievements is not rapidly improving.
Tenet 3 – Curriculum Development and Support	Developing (D)	The school leader should make sure that grade-level PLC's meet to agree on the common language and protocols necessary to create learning sequences and scaffolds through units of study that help students close the gaps in their achievement and fulfill the CCLS. The school leader should develop a system for checking the accuracy of these plans, their impact in meeting the needs of individual students and student subgroups, and respond quickly to sustain growth toward meeting student goals for improved school wide academic achievement.
Tenet 4 -Teacher Practices and Decisions	Developing (D)	The school leader should check through daily walkthroughs that teachers use instructional strategies with questioning that enable the teachers to assess student learning during lessons. Teachers should use actionable feedback in dialogue with students, so that students learn to make independent decisions about learning.
Tenet 5 – Student Social and Emotional Development Health	Developing (D)	The school leader should formalize a process for linking the social and emotional developmental health supports already in place with the impact they have on student academic achievement. Student academic goals should be connected to discussions occurring during daily community meetings, so students make a commitment to academic, as well as social learning. The assistant principal should regularly monitor, evaluate, and respond to findings about the effectiveness of this strategy in raising student achievement.
Tenet 6 – Family and Community Engagement	Developing (D)	The school leader must develop a system for sustaining communication with parents about their children's academic goals and the school's academic mission. The school should support this information by inviting parents to visit the school for brief periods, so they can find out about learning strategies they can use at home. These visits should include a variety of activities, such as family learning tasks, student presentations about what they have been learning in school, and training sessions led by teachers and school leaders about the CCLS and student learning strategies.

The staff is focused on improving student growth with the implementation and continued collaboration for the District Goals, their new Mission Statement, Belief Statements, Vision and School Comprehensive Education Plan – five Tenets (SCEP), Recommendations from the School Quality Review (SQR - AUDIT) and Quality Improvement Process for SWD (QIP), Professional Learning Communities (PLC), Professional Development workshops in and out of district, Data Teams -Enhancing Educational Technology Team (EETT); District Instructional Team (DIT), Lead Teachers for ELA and Math, Framework for Teaching Observations and Evaluations for Teachers (APPR), and Student Learning Objectives (SLOs). Although staff attendance has shown an increase, teacher illnesses, Workman Compensation cases, and vacancies in Special Education (1) and Supervisor of Special Education (1) affect the consistent learning of the students.

Despite numerous challenges, Grimes ES is working to provide a challenging and comprehensive Common Core-based curriculum focused on academic achievement for all students.

The District has chosen the Innovation Framework Community-Oriented School Design model for turning Grimes ES around and is acting on the following priorities:

1) To hire a new principal for the 2015-2016 school year.
2) Provide on-going support and leadership development for building-level administrators and teacher leaders to improve their ability to create a successful school. McREL and Bank Street College have been providing this professional development.
3) Implement a rigorous standards-based literacy approach at all grade levels in all content areas. The district has adopted the EngageNY modules for ELA.
4) Provide a comprehensive program of professional development to enable teachers to deliver curriculum, instruction and assessments aligned to the Common Core in ELA and Math. McREL, SWBOCES, and the district standards administrators have been providing this professional development. In the Innovation Framework Community-Oriented School Design Model plan for Grimes ES.
5) Grimes ES will partner with McREL International for math, ELA and science and REACH, LLC for leadership development.
6) Promote a culture of respect and shared norms of behavior and character development Both McREL and REACH, LLC will work on cultural issues, behavior and character development.
7) Improve parent participation and support for school improvement goals. Grimes ES will hired a parent liaison for school/parent/community interaction.

Grimes ES, as it is currently are structured, represents the inability of the district to serve the needs of the students, parents, and community of Mount Vernon. Parents worry about their children's academic and social success. The district has done a feasibility study of the cost of transforming two K-6 schools into two K-8 and the cost was $1.3 million dollars to serve 112 students. This was not an affordable alternative for the district.

The Mount Vernon City School District proposes to implement the Innovation Framework Community-Oriented School Design model at Grimes ES in partnership with McREL International and REACH, LLC. The vision is to provide a viable option for students transitioning into the middle school that will ensure their educational success. Moreover, the eroding public confidence in the district and school's ability to provide a rigorous education for

elementary school students will be addressed in this Innovation Framework Community-Oriented School Design model plan.

In fact, the District staff and the school staff at Grimes ES have established already important steps of creating a philosophy statement, an academic rigor statement, a mission statement, goals and belief statements:

Philosophy on Learning - At Grimes ES, we believe that students learn best when they are actively engaged in their learning. It begins with an established partnership between the home and school. This collaboration provides a safe and structured environment where educators set consistently high expectations, and students take ownership and accountability for their learning utilizing self-assessment. Our students thrive when their learning styles are embraced and their social-emotional needs are recognized and addressed.

Academic Rigor - At Grimes ES, academic rigor is an on-going learning process of problem solving and discovery, setting high expectations for all. It fosters critical and analytical thinking by questioning and challenging what is said, heard, read, or viewed. It empowers learners to take risks by engaging in relevant and meaningful experiences that have real-world applications. By addressing multiple entry points, rigor cultivates independent thinkers on a quest for learning.

MISSION: The mission of Grimes ES is to prepare highly literate students to meet the challenges of a global and technological society by creating a setting that meets the needs of all ability levels and learning styles, maintains high standards, enhances self-esteem, and provides a broad range of educational experiences.

OUR GOALS INCLUDE:

- Infusing literacy and Common Core Learning standards into all curricular areas
- Raising all students' achievement above proficiency or to meet or exceed standards
- Promoting student involvement in school and the community
- Expanding communication and involvement between parents and our school
- Increasing teacher collaboration across grade levels and disciplines

BELIEF STATEMENTS:

THE LEARNING ENVIRONMENT

- We believe that for all people, learning is a continuous and progressive process that educates the mind, body and spirit.
- We believe that everyone has worth, can learn, and succeed in an atmosphere of positive encouragement.
- We believe that everyone in our school community will have the opportunity to actively participate in the educational process.

INDIVIDUAL RESPONSIBILITY

- We believe that everyone has the responsibility to conduct oneself in a manner that meets established academic and behavioral expectations.

SCHOOL CLIMATE

- We believe in a safe, secure learning environment that promotes respect, tolerance and cooperation.

LEARNER-CENTERED APPROACH

- We believe that our students are in transition from childhood to adulthood.
- We believe that all decisions must serve the student's emotional, social, physical and intellectual development.

CURRICULUM AND INSTRUCTION

- We believe that students learn best when exposed to a variety of instructional methods which accommodate unique styles of learning. Literacy is at the core of all instruction.
- We believe that a balanced curriculum for adolescents provides the opportunity for students to explore a wide variety of learning experiences.
- We believe that these learning experiences should provide students with connections between academic topics and adolescent issues.

FAMILY INVOLVEMENT

- We believe that positive interactions with family will greatly influence the success of each student.

B. School Model Selection and Rationale – 4 points

The District staff and school staff (the preliminary Innovation Framework Community-Oriented School Design Model team) researched the "track records" of providers who facilitate job-embedded professional development in math., ELA, science and school leadership. They chose the Innovation Framework Community-Oriented School Design Model. They realized that the data indicated that the "whole child" is in need of services in other areas beyond academics.

In addition, a high priority for the school was art and technology-based interdisciplinary education; teachers, district personnel and the DTSDE all rated Grimes ES low and in need of an interdisciplinary curriculum with emphasis on ELA, especially reading, and in mathematics.

Innovation Framework Community-Oriented School Design Model– The MVCSD proposes a total redesign of the existing school. The MVCSD will replace the principal and will be positioned around the Community-Oriented School Design. The particular design framework proposed and the scope of the re-design is clearly identified and justified as a valid and well-reasoned solution to identified district gaps and needs in the context of a larger district portfolio strategy. The DTSDE results and recommendations, student academic and social behavior data, the lack of a school mission and distancing itself from the community as described above points to the Innovation Framework Community-Oriented School Design Model as a viable solution *to* strengthen professional skills and improve student academic and social achievement. Unique to this model, Grimes ES will partner with two major Educational Partnership Organization (EPO) to *jointly* launch the proposed whole-school redesign, McREL International and REACH, LLC.

Grimes will become a community school with an integrated focus on academics, support services, and opportunities that leads to improved student learning, stronger families, and healthier communities. It is child-centered and all partners are integrated into the governance and decision-making bodies. Effective community schools continually develop a set of four key capacities: comprehensiveness, collaboration, coherence, and commitment. Typical programming at Grimes ES will be based on an assessment of the community's needs and resources, is overseen by a community school coordinator, and will include parent engagement and involvement, adult education, medical/ dental/mental health/and social services, early childhood, and community and economic development.

Building Community Schools; A Guide for Action published by The Children's Aid Society and the National Center for Community Schools with support from MetLife Foundation has been instrumental in selecting the school improvement model. Community schools have always rooted their work in a solid body of research about what it takes to promote student success, including parental involvement in children's education, rich and engaging out-of-school experiences, student wellness and family stability. The Consortium on Chicago School Research identified five essential ingredients of school improvement: principal leadership; coherent curriculum; professional capacity building; student-centered school climate; and authentic family and community engagement. This firm theoretical grounding can now be coupled with a strong base of empirical evidence indicating that, in the presence of a "whole child" approach to education, all children can succeed and thrive.

Community schools are the products of explicit partnerships between the school and other community resources. Reorganizing that no entity acting alone can improve educational

outcomes for all students and that integration is crucial to the success of the strategy, the partners develop a set of shared goals and a system to accomplish these goals. They also share leadership and accountability for results.

Sometimes called "full service" schools or community learning centers, community schools develop an array of partnerships – in the areas of health, social services, academics for children and adults, sports, recreation and culture-transforming schools into vital hubs that benefit students, their families, and the surrounding community. These benefits are substantiated by solid research that demonstrates improved student learning, health, and attendance, stronger family engagement. Improved school climate and safer neighborhoods, among other positive results.

Key elements of the Community School model include: a focus on education; school, family and community engagement; extended learning hours and expanded learning opportunities; partnerships; a community school coordinator; wellness; sustainability; continuous support along the way to adulthood; and whole school transformation.

C. Determining Goals and Objectives – 6 points

The District will align all work and objectives with the expectations set forth in the NYSED ESEA Flexibility Waiver to create a process to compare the school's and district's practices to optimal conditions of learning as defined by the Diagnostic Tool for School and District Effectiveness (DTSDE) rubric. Following are the preliminary goals and actions:

Grimes Elementary School Improvement Goals 2015-2017

Goal 1: Increase student attendance from 90% to 94% or above over 3-year period.
Goal 2: Reduce number of suspensions by 15% annually for 3 years.
Goal 3: Increase percentage of students achieving at or above Level III in ELA on NYS assessments to 50% at the end of 3-year period.
Goal 4: Increase percentage of students achieving at or above Level III in Math on NYS assessments to 45% at the end of 3-year period.
Goal 5: Ensure alignment of the taught and tested by providing students with a quarterly assessment of learning per NYSED Learning and Common Core Standards.
Goal 6: Increase school leadership capacity to utilize the APPR plan, including observations feedback, and data-based teacher improvement plans.

Accountability Chart:

Measurable Objectives	Implementation Steps	Periodic Evaluation	Persons Responsible	Timeline
Increase attendance rate to 96% or above	Create student and parent goals for attendance. Provide more emotional and social support, including counseling.	Bi-monthly	Principal Grimes ES Innovation Framework Team District Accountability Team	1-3 years
Reduce number of suspensions by 15% per year	Utilize PBIS and/or RtI interventions from BOCES to encourage positive behavior.	Monthly	Principal Grimes ES staff BOCES Grimes ES Innovation Framework Team	1-3 years

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	BOCES will provide teacher/staff professional development to improve classroom management. Increase parent and community involvement using the ELA programs.		District Accountability Team	
Increase percentage of students achieving at or above Level III on ELA state assessments to 50% at end of 3-year period	Implementation of the ELA programs Implementation of the REACH, LLC Intervention and Assessment program	Quarterly	Principal Grimes ES Innovation Framework Team Teachers Educational Partners District Accountability Team	1-3 years
Increase percentage of students achieving at or above level III on Math state assessments to 45% at end of 3-year period	Implementation of embedded math professional development and peer coaching	Quarterly	Principal Grimes ES Innovation Framework Team Teachers Educational Partners District Accountability Team	1-3 years
Insure alignment of the taught and tested by providing students with a quarterly assessment of learning per NYSED Learning and Common Core Standards	i-READY assessments	i-READY=5 times/year (Pre and post and progress monitoring) quarterly reading assessments for regrouping	Principal Grimes ES Innovation Framework Team Teachers Educational Partners District Accountability Team	1-3 years
Increase school leadership capacity to utilize the APPR plan, including observations, feedback, and data-based teacher improvement plans	McREL meetings with Principal and assistant principal	Monthly	Principal Assistant Principal McREL	

The cycle of planning and implementation to support these actions includes the following:

Create Grimes ES Innovation Framework Community-Oriented School Design Model Team	Superintendent Grimes ES Principal	July 2015
Set Benchmarks	Grimes ES Principal District School Improvement Office Grimes ES Innovation Framework Team	June – July 2015
Create Accountability and Monitoring Plan	Asst. Superintendent for School Improvement Grimes ES Principal Educational Partners	July – August 2015
Create Teacher Competency Matrix	Grimes ES Principal Educational Partners	July – August 2015
Data Analysis and Performance Management	Asst. Superintendent for School Improvement District Standards Administrator for Data and Technology Grimes ES Principal Educator Partners	July – August 2015 ongoing

D. School Leadership – 6 points

Under the seven turnaround principles established by the USDOE, districts are required to provide strong leadership by: 1) reviewing the performance of the current principal, and 2) replacing the principal if such change is necessary or demonstrating that the current principal has a track record of and the capacity to improve teacher and student achievement and lead the school improvement effort. MVCSD is in the process of hiring a new principal for Grimes ES.

The MVCSD is seeking a new, strong, and experienced educational leader, as described below. Interviews have already taken place.

The Core Competencies for a strong school leader are that the MVCSD is seeking:

- Ability to create a vision for a successful school that allows all students to succeed and to communicate that vision to teachers, students, staff, and community
- Ability to lead in the development, implementation, and monitoring of the educational program
- A passion for serving as an active, visible participant in the life of the school
- Skilled in empowering staff to become problem solvers and critical thinkers, to analyze data and use it to drive instruction, to collaborate, and to plan for long-term solutions and continuous improvement
- Ability to design, manage, and maintain systems
- Ability to prepare and administer budget
- Ability to clearly communicate in many ways on a frequent basis
- Ability to develop a positive school culture
- Ability to develop community partnerships and involvement
- Ability to recruit, inspire, and retain a high quality and dedicated teaching staff

Attachment B

School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	District Average	Baseline Data	Target for 2015-16	Target for 2016-17	Target for 2017-18	Target for 2018-19	Target for 2019-20
I. Leading Indicators								
a. Number of minutes in the school year	Min 75,600							
b. Student participation in State ELA assessment	%	97%	100%	100%	100%	100%	100%	100%
c. Student participation in State Math assessment	%	97%	100%	100%	100%	100%	100%	100%
d. Drop-out rate	% N/A							
e. Student average daily attendance	%	91%	93%	94%	95%	96%	97%	99%
f. Student completion of advanced coursework	%N/A							
g. Suspension rate	%	14%	18%	14%	10%	6%	4%	1%
h. Number of discipline referrals	num							
i. Chronic absenteeism rate	%							
j. Teacher attendance rate	%							
k. Teachers rated as "effective" and "highly effective"	%		6%	12%	18%	25%	30%	40%
l. Hours of professional development to improve teacher performance	num							
m. Hours of professional development to improve leadership and governance	num							
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num							
II. Academic Indicators								
a. ELA performance index	PI	69	57	62	67	75	83	91
b. Math performance index	PI	65	52	57	62	70	78	86
c. Student scoring "proficient" or higher on ELA assessment	%	12	7	12	17	25	33	41
d. Students scoring "proficient" or higher on Math assessment	%	15	10	15	20	28	36	44
e. Average SAT score	Score N/A							
f. Students taking PSAT	% N/A							

g. Students receiving Regents diploma with advanced designation	% N/A							
h. High school graduation rate	% N/A							
i. Ninth graders being retained	% N/A							
j. High school graduates accepted into two or four year colleges	% N/A							

**Bi-monthly telephone calls will be conducted with LEA's to consider interim data and progress being made toward yearly targets.*

Create Grimes ES Innovation Framework Community-Oriented School Design Model Team	Superintendent Grimes ES Principal	July 2015
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Data Analysis and Performance Management	Asst. Superintendent for School Improvement District Standards Administrator for Data and Technology Grimes ES Principal Educator Partners	July – August 2015 ongoing

D. School Leadership – 6 points

Under the seven turnaround principles established by the USDOE, districts are required to provide strong leadership by: 1) reviewing the performance of the current principal, and 2) replacing the principal if such change is necessary or demonstrating that the current principal has a track record of and the capacity to improve teacher and student achievement and lead the school improvement effort. MVCSD is in the process of hiring a new principal for Grimes ES.

The MVCSD is seeking a new, strong, and experienced educational leader, as described below. Interviews have already taken place.

The Core Competencies for a strong school leader are that the MVCSD is seeking:

- Ability to create a vision for a successful school that allows all students to succeed and to communicate that vision to teachers, students, staff, and community
- Ability to lead in the development, implementation, and monitoring of the educational program
- A passion for serving as an active, visible participant in the life of the school
- Skilled in empowering staff to become problem solvers and critical thinkers, to analyze data and use it to drive instruction, to collaborate, and to plan for long-term solutions and continuous improvement
- Ability to design, manage, and maintain systems
- Ability to prepare and administer budget
- Ability to clearly communicate in many ways on a frequent basis
- Ability to develop a positive school culture
- Ability to develop community partnerships and involvement
- Ability to recruit, inspire, and retain a high quality and dedicated teaching staff

The new principal of Grimes ES will have: an earned master's degree in education, preferably a doctorate, NYS certification as a School Building Leader; five years or more of experience as a school leader in an administrative and supervisory position at the elementary school level; demonstrated expertise in turning around schools under registration review (SURR), focus schools or priority schools to schools in good standing.

There is currently one assistant principal at Grimes ES. Responsibilities include:

- Assisting the principal in the overall administration of the school
- Assisting in implementation of the instructional program
- Supervising co-curricular activities
- Assisting in maintaining discipline among the student body
- Supervising reporting and monitoring of student attendance
- Supporting and evaluating teachers
- Supervising content area departments
- Participating on the School Innovation Framework Community-Oriented School Design Model Leadership Team

The new principal's immediate goal is to build leadership capacity in his assistant principal. While maintaining manager tasks, the assistant principal has been given support as he learns to become a more effective instructional leader in order to work more closely with teaching staff to monitor instruction and student achievement. Being able to effectively use the Danielson Framework to incrementally improve instruction is a high priority.

The entire staff was given time to discuss beliefs, mission and eventually come to a collective sense of who the Grimes ES staff really is. Identity that generates from within, results in ownership, motivation, collective efficacy and increased attention to accountability.
See Belief Statements – Section II A. Assessing the Needs of the School Systems, Structures, Policies and Students - Above

Another level of school leadership is developing the capacity within students to take initiative to serve as a school level 'geek squad' to provide technological support for peers and staff. Leadership does not solely rest with the appointed leaders but rather is developed and recognized from within at all levels.

The Grimes ES Innovation Framework Community-Oriented School Design Team will utilize the talents of the lead reading and math teachers to support the professional development and capacity of school staff. Their contractual time is split to allow for a complement of data analysis, professional development, monitoring instruction as well as student achievement and serving as classroom teachers.

The PTA President is involved in every decision regarding school the Innovation Framework Community-Oriented School Design model and endorses the reform efforts. PTA representatives maintain a strong presence and are on campus on a daily basis connecting with staff and students.

The current Grimes ES leadership team is continually focused on teacher quality and effectiveness as well as monitoring student achievement and the various needs of all Grimes ES students. The leadership team works to identify barriers and obstacles to better align solutions so academic achievement increases.

Create Grimes ES Innovation Framework Community-Oriented School Design Model Team	Superintendent Grimes ES Principal	July 2015
Set Benchmarks	Grimes ES Principal District School Improvement Office Grimes ES Innovation Framework Team	June – July 2015
Create Accountability and Monitoring Plan	Asst. Superintendent for School Improvement Grimes ES Principal Educational Partners	July – August 2015
Create Teacher Competency Matrix	Grimes ES Principal Educational Partners	July – August 2015
Data Analysis and Performance Management	Asst. Superintendent for School Improvement District Standards Administrator for Data and Technology Grimes ES Principal Educator Partners	July – August 2015 ongoing

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E. Instructional Staff – 6 points

At Grimes ES, the current staff accountability levels are as follows:

Grimes Elementary School – APPR Results (2014-2015)			
	Number	**Percent of All Evaluated**	**Percent of All Teachers**
Highly Effective	2	6%	6%
Effective	25	78%	71%
Developing	5	16%	14%
Ineffective	0	0%	0%
Total Evaluated	32	91%	
Incomplete	3	9%	9%
Total Teachers	35		100%
Percent of Teachers Rated Effective or Highly Effective			77%

Even though 77% of Grimes ES teachers are rated effective in their instructional delivery, it is obvious that it is not having a positive impact on the students. This school improvement strategy will use the latest research-based math, ELA, and science programs, extended time and up to date professional development best practices techniques and strategies, better medical and health care, and a more wholesome breakfast, lunch and snacks to effect a more positive impact on student achievement, and social skills development as provided by the school's partners, McREL International and REACH, LLC, support staff, parents and other community members.

Currently, most teachers' lessons are entirely teacher-directed and do not use a range of strategies to accommodate the differing and diverse learning needs of the students. Most frequently, the teacher is the speaker in the class and student activity is limited to listening and watching. The essential elements of effective instruction are not consistent or precise across all classrooms. The teachers rarely review research and best practices. For example, there is little evidence that data is used to group students or to match tasks to the differing levels of the students. Even with the district's offering of professional development on the Common Core Learning Standards, there is a lack of rigor in questioning, discussion strategies, higher order thinking application and problem solving. Technology is rarely used as a learning, research, or assessment tool. As a result of collective situation, student engagement in meaningful instruction is poor.

However, the current staff genuinely desires to improve student achievement. They have hope in the Innovation Framework Community-Oriented School Design model. The inquiry teams and all teacher teams involved in instructional planning will be trained to incorporate the Common Core Learning Standards throughout all classes and coursework.

The Grimes ES's Innovation Framework Community-Oriented School Design Leadership Team will support the embedded professional development from the partners (See Attachment

C) for teachers regarding strategies for integrating core subject competencies to build a framework for college and career readiness. These strategies will be aimed at reinforcing students' learning and ability to apply their knowledge across subject areas. Grimes ES has provided professional development for staff in both academic and technology content as well as instructional strategies in the past.

The Grimes ES Innovation Framework Community-Oriented School Design model Leadership Team will build a professional development structure that takes advantage of resources within the school, including teachers and administrators sharing best practices, as well as external expertise from industry and educational partners. Professional development will encompass curriculum mapping for all disciplines, helping teachers understand what their students are learning and the skills needed in all classes, designing and using project assessments and hands-on coursework, and targeted support for individual teachers, departments, and grade teams specifically in math and ELA. With REACH, LLC, all teachers will have intervention and online enrichment courses to use.

The Principal will be able to utilize staff in the school to dedicate the equivalent of no less than one FTE to support the professional development and capacity building of school staff. These lead reading teachers (who will be members of the Grimes ES's Innovation Framework Leadership Teams) will spend half their time teaching classes with the other portion of time serving as professional development resources for their teams.

The Principal will also rely on the new autonomy for hiring, which will offer the opportunity to a pipeline of teachers specially trained to work in schools identified as lowest-performing. Furthermore, the teams will pursue strategies to embed the best practices and expectations from surrounding district schools into the professional development framework.

As part of this effort, leadership will plan to seek learning opportunities such as utilizing coaches, to receive guidance on how to implement a more comprehensive system for observing teachers and deliver more specific, actionable, verbal and written feedback to teachers. The Grimes ES Innovation Framework Leadership Teams will also pursue learning opportunities to learn how to more effectively document and track progress against key milestones for teachers, using the Danielson framework.

F. Partnerships – 6 points

An in-depth survey with Grimes ES teaching staff was used to determine the type of services needed to increase student achievement, teacher efficacy through job embedded professional development, and site-based shared leadership and accountability. The staff survey and results are below.

The District staff and school staff (the preliminary Innovation Framework Leadership teams) researched the "track records" of providers who facilitate job-embedded professional development in math and reading. In addition, a high priority for the school is art and technology-based interdisciplinary education; teachers, district personnel and the DTSDE all rated Grimes ES low and in need of technology-based programs.

The principal, along with the District's standards administrator for elementary ELA, standards administrator for math and science and other district staff, PTA president and the District Superintendent approved the selection of Waterford Early Reading Program (K-2), iReady programs for reading (3-6), REACH, LLC strategies for leadership development, site-

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The principal, along with the District's standards administrator for elementary ELA, standards administrator for math and science and other district staff, PTA president and the District Superintendent approved the selection of Waterford Early Reading Program (K-2), iReady programs for reading (3-6), REACH, LLC strategies for leadership development, site-

based decision making, and data driven instruction, and McREL International as the educational partner for school improvement in reading/math intervention and enrichment and embedded professional development in research-based classroom practices for math and ELA.

Grimes Elementary School's Identified Partners

McREL International

McREL's continuous improvement approach draws upon research in the areas of systemic change, leadership, organization change, embedded professional development, professional learning communities, researched-based instructional strategies, assessment, and school improvement. This Innovation Framework Community-Oriented School Design model is designed to help schools develop the capacity to sustain improvement structures, processes and attitudes and respond to future challenges. This model is a systemic approach based on a comprehensiveness, coherence, collaboration, and commitment. It is an articulated theory of change that helps schools understand and manage the complexity of change. McREL's approach is built upon a set of research-based school, teacher, and leadership practices and student characteristics that are correlated with improved student achievement. This includes: Guaranteed Challenging, ENGAGING AND Intentional Instruction; Ensure Curricular Pathways to Success; Provide Whole Child Student Support; Create High Performance School Cultures; and develop Data Driven "High-Reliability" Systems.

Established in 1966, McREL International is a 501(c)(3) private non-profit organization whose purpose is to improve education through applied research and development. McREL has more than 49 years of experience conducting research and evaluation, developing resources and tools, and providing technical assistance, professional development, and consultation in system improvement, the development of standards-based programs, student assessment, evaluation and policy studies, strategic planning, out-of-school-time learning, and leadership development.

McREL has been engaged in continuous school improvement through both standardized and customized approaches for the past 14 years. McREL supports client needs and goals by serving in various roles, including: strategic consulting, thought partnership, leadership and instructional coaching, technical assistance, and professional development. McREL staff have worked directly with clients at school sites in the United States and internationally through customized school and system-specific support approaches that include school diagnostic review, focused turnaround planning, strategies for improving leadership and instructional practices, and methods to progress monitor implemented strategies.

McREL staff hold a core belief that their organization serves to influence educators at all levels of the system to bring about positive changes that will lead to improved outcomes, and ultimately to the implementation of approaches that will change the odds for the students they serve. In supporting schools and school systems, we draw upon a wide-range of knowledge bases including our highly regarded original meta-analytic research on the topics of system- and school-level leadership, high quality instruction, factors related to school success, and system change – enhanced by current research from other thought leaders in the field that are amplified through our superior execution of customized client services and solutions. While we have a strong suite of highly vetted publications, products, and services, we know that supporting continuous school improvement and its ongoing implementation is indeed customized work that must start with the specific needs of the school.

McREL will focus on math and ELA instruction, PLCs, and data driven instruction. Grimes ES staff will develop knowledge and skills in five outcome areas to improve student achievement in math by: Using a systematic and systemic continuous improvement process; Using research-based practices associated with improving student achievement (e.g., developing and implementing a guaranteed and viable curriculum, using effective instructional strategies); Using data to set and monitor improvement goals for individual students and the school as a whole; and develop and maintain a purposeful community.

A purposeful community is one that identifies and works collectively toward important outcomes that matter to all stakeholders, shares a collective belief that the community can accomplish its goals, and operates from a set of agreed-upon processes that guide actions and decisions in the school. A purposeful community creates an environment where professional learning communities (PLCs) can thrive.

REACH, LLC Leadership Development and Coaching (Rationale and Data):

Since Grimes Elementary School is experiencing a leadership change after having a long-standing school leader, it is paramount that the new principal and teachers receive support focused on strategies to embrace and accomplish a new school vision of shared accountability and strong collaboration often found in a Community Schools model.

According to the 2015 Diagnostic Tool for School and District Effectiveness (DTSDE) Report, the tenet that measures school leadership decisions and practices aligned to vision, teacher growth and support, and systems and structures were rated as ineffective, while use of resources was rated developing. In addition, where teacher leadership is expected in the DTSDE, the ratings aligned to teacher leadership in curriculum development and support and pedagogy decisions and practices were rated ineffective, as well.

The report further noted that staff leadership aligned to supporting students and engaging families were developing. To address the crucial need of developing leadership across the school community, the Reimagine Excellence and Achievement Consulting House (REACH), LLC will combine their trademark School Leader Coaching Program™ (SLCP) and Teacher Leader Coaching Program™ (TLCP).

This comprehensive approach will enable the new school leader and a subset of Grimes Elementary School staff to develop the skills necessary to address curriculum development, teacher practices, and ultimately increase student achievement.

Since the average mathematics performance of students scoring at or above proficiency on the New York State Education Department (NYSED) assessments are 7% and 10% in English language arts and mathematics, respectively and the qualitative indicators for social emotional and developmental health and family and community engagement yielded all developing ratings with the exception of an effective rating for collaboration between the school and community based organizations, it is clear that the support aimed to improve leadership aligns to academics, as well as, culture and climate dynamics in the school.

A high priority for the Grimes ES was leadership; teachers, district personnel and the DTSDE all rated Grimes ES low and in need of leadership, instructional and professional development programs. REACH, LLC's Professional Development group is a team of experienced teachers and administrators with extensive educational knowledge who are proficient in how the needs of teachers working directly with students. They work with the

school to customize a unique learning implementation that includes a professional development plan. REACH, LLC will provide on-site, face-to-face for campus administration and teachers.

The training and schedule will be tailored to meet the needs of each user and their roles in the implementation process. REACH's professional development consultant and support team will provide coaching, mentoring, and ongoing communications throughout the implementation. Follow-up training is available either onsite or via web session.

REACH, LLC strategies meet common core and state standards, engaging students through robust content delivered by interactive, media-rich instruction and experienced, certified teachers. All-new approaches include new instruction, tools, readings, assignments, and multimedia resources, with embedded scaffolds to help all students meet the challenges of more rigorous standards. The curriculum and instructional model are grounded in research, and they monitor results closely.

The Approach: The REACH School Leader Coaching Program™ (SLCP) is based on the premise that school leaders benefit from participating in a leadership support program that helps bridge the inevitable gap between credential leadership programs and the real world experiences of being a school leader. At the same time, we realize that teacher leadership is a growing practice in school improvement. It is particularly important to school leaders to have a teacher or group of teachers to assist with leading various aspects of the school improvement efforts.

Coaching begins in July and ends in June of the following year. Cultivating teacher leaders is a sure way for a staff member to feel empowered. Research has proven that when teachers feel empowered, they begin to subscribe to a sense of shared accountability. According to Joyce and Showers (2002), teachers benefit immensely when they receive coaching focused on developing leadership skills versus one-off professional development workshops.

The combined approach of supporting the school leader as well as, the teachers will be aimed to assist the school with preventing what York-Barr and Duke (2004) suggest that many teacher leaders get involved in; administrator roles, facilitating meetings, and other tasks that do not align to student achievement.

To be clear of the goals to be achieved during the 2015-2016 school year and every year thereafter during the SIG granting period will be to increase the following: qualitative ratings on the DTSDE school review report, student achievement, student attendance, positive perceptions aligned to leadership, and decrease teacher absences. The indicators will be mapped-out and monitored by REACH, LLC, the district, and school community.

Accountability for Partner Performance Rationale

To yield positive results, it is important to have a Community School Coordinator dedicated to advocating for the desired outcomes and eliminating barriers to success. The Community School Coordinator will ensure the implementation of the program and assume the responsibility for ensuring everyone involved is on board and behind the ultimate success of the project. The Community School Coordinator will be responsible to work with the leadership to: Identify a project's strategic objectives; Work with the project team to ensure the vision for the project is successfully translated into the requirements and solution design; Critically analyze and ensure best practices; Identifying and eliminating obstacles that may threaten the project's viability within the organization itself; Prioritize project phases based on value; Relay timely updates to all stakeholders; and appropriately allocating and organizing internal resources to ensure the successful completion implementation or adoption of the project.

McREL International and REACH, LLC believe that all students deserve an education that will challenge, inspire, and prepare them for a better future. Their goal is to help all students read and achieve at the highest levels. Their top priority is the education of disadvantaged and at-risk students in K through grade 6. Their programs and services are based on extensive research to help schools better meet the reading needs of all their students.
The *whole*-school improvement model weaves together four essential strategies to help schools ensure the success of students: *Powerful Instruction*: is built around a cooperative-learning framework that engages students in rich discussion and motivating challenges every day. Tutoring tools provide individualization and extra instructional time for struggling readers; *Leadership for Continuous Improvement:* School leaders, teachers, and other school staff work in collaboration to set quarterly reading goals, select leverage points for improvement, measure progress, and celebrate success; *Schoolwide Support and Intervention Tools*: Proven strategies focus on attendance, parental involvement, positive school culture, family needs, health issues, and individual student support to make sure that students are in school and ready to learn; and *Professional Development and Coaching:* Implementation is supported by extensive job-embedded professional development and coaching that enables teachers and school leaders to make the most of the research-proven approach.

Grimes ES's two partners, McREL and REACH, LLC will be responsible for: Meeting agreed upon performance criteria; Providing ongoing performance data, including both leading and lagging indicators of success and failure; Focusing on one or more agreed upon target areas (e.g., evaluation, curriculum and instruction, leadership) based on the identified needs of the school(s); Providing consistent and intense on-site support; Ensuring the support provided is strategically aligned with school-wide initiatives and designed for long-term sustainability; Participating in data collection, evaluation, and reporting activities as specified by the district; and accountability indicators will include data such as number of discipline incidents, teacher attendance rates, student attendance rates, promotion and retention data and student achievement on state and district assessments, student, teacher and parent satisfaction survey data.

To ensure that partners provide the described deliverables in accordance with agreements and to provide specific support for project oversight, Mount Vernon City School District will assign a community school coordinator for oversight of implementation. The community school coordinator will develop a progress monitoring timeline to track progress and gauge impact.

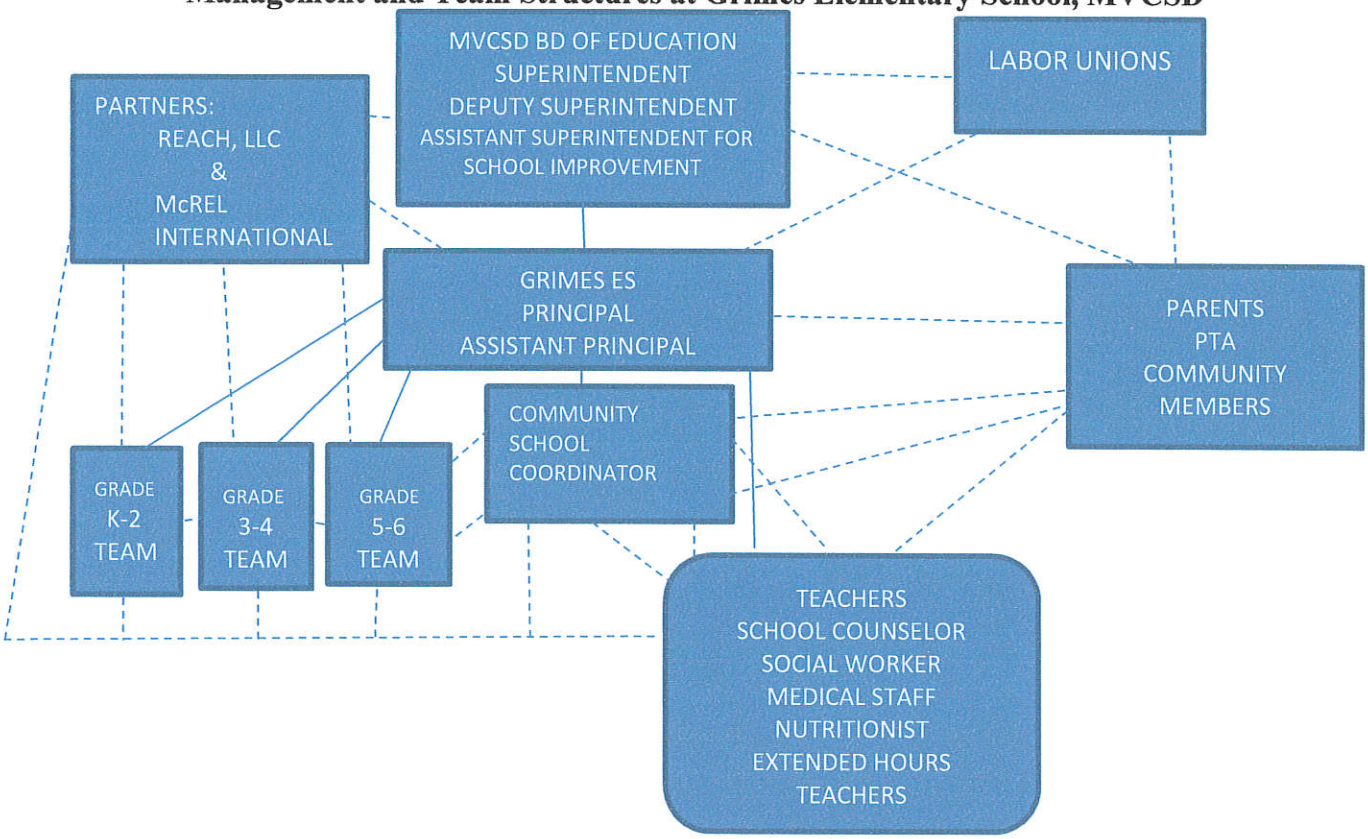
Dates	Goal	Participants
	Quarterly Meetings	
2015 June October January March **2016** June September January March **2017** June	Partner meeting to review deliverables Evaluation of progress using student performance indicators. Review of student performance data and staff feedback	McREL International REACH, LLC

September January March		
July – September 2016	Summer Professional Development for Staff Completed	McREL, Inc. REACH, LLC
September 2016	Professional development survey	All staff
January 2017	Professional development survey	All staff
May 2017	Professional development survey	All staff
July – September 2017	Summer Professional Development for Staff Completed	McREL, Inc. REACH, LLC
September 2017	Professional development survey	All staff
January 2018	Professional development survey	All staff
May 2018	Professional development survey	All staff
July – September 2018	Summer Professional Development for Staff Completed	McREL, Inc. REACH, LLC

G. Organizational Plan – 4 points

The 2015-2015 school calendar has not been completed as of this writing but once the district calendar has been established and approved by the board, the Grimes ES Innovation Framework Leadership teams will craft a school calendar with all considerations and awareness of school Innovation Framework goals, actions, and supporting professional development.

Management and Team Structures at Grimes Elementary School, MVCSD



Attachment C

Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	**References / Contacts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
McREL International 4601 DTC Blvd., Suite 500 Denver, Colorado 80237 www.mcrel.org Contact Person: Bess Scott, Ph.D. Managing Consultant 303-632-5631 escott@mcrel.org	1. Clarksville Montgomery County School District Clarksville, Tennessee	1.Susan P. Jones, Professional Development Coordinator susan.jones@cmcss.net, 931-920-7831
	2. Jefferson County Schools (Jeffco) Golden, Colorado	2. Dr. Moira Coogan, Principal mcoogan@jeffco.k12.co.us, 303-982-1723
	3. Central Valley School District Spokane, Washington	3. Terrie VanderWegen, Assistant Superintendent, tvanderwegen@csvd.org, 509-228-5420
	4. Sedalia Elementary School Sedalia, Colorado	4. George E. Boser, Principal George.boser@dcsdk12.org, 303-387-5500
	5. Sublette County School District #1 Pinedale, Wyoming	5. Jay Harnack, Superintendent jharnack@sub1.org, 307-367-2139
	6. Macomb Intermediate School District Clinton Township, Michigan	6. Jennifer Parker-Moore, Instructional Tech & School Data Consultant, jpmoore@misd.net, 586-228-3517
	7. Commonwealth of the Northern Mariana Public School System, Saipan, MP	7. Dr. Rita Sablan, Commissioner of Education Coe.ras@cnmipss.org, 670-237-3001
	8. Goshen County School District #1 Gillette, Wyoming	8. Roger Humphrey, Assistant Superintendent rhumphrey@ccsd.k12.wy.us, 307-687-1679
	9. Guam Department of Education Barrigada, Guam	9. Eloise Sanchez , School Program Consultant esanchez@gdoe.net, 671-300-1388
	10. Lincoln Public Schools Lincoln, Nebraska	10. Sarah Salem, Director of Continuous Improvement ssalem@lps.org, 402-436-1645

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McREL has been engaged in continuous school improvement through both standardized and customized approaches for the past 14 years. McREL supports client needs and goals by serving in various roles, including: strategic consulting, thought partnership, leadership and instructional coaching, technical assistance, and professional development. McREL staff have worked directly with clients at school sites in the United States and internationally through customized school and system-specific support approaches that include school diagnostic review, focused turnaround planning, strategies for improving leadership and instructional practices, and methods to progress monitor implemented strategies.

McREL staff hold a core belief that our organization serves to influence educators at all levels of the system to bring about positive changes that will lead to improved outcomes, and ultimately to the implementation of approaches that will change the odds for the students they serve. In supporting schools and school systems, we draw upon a wide-range of knowledge bases including our highly regarded original meta-analytic research on the topics of system- and school-level leadership, high quality instruction, factors related to school success, and system change – enhanced by current research from other thought leaders in the field that are amplified through our superior execution of customized client services and solutions. While we have a strong suite of highly vetted publications, products, and services, we know that supporting continuous school improvement and its ongoing implementation is indeed customized work that must start with the specific needs of the school.

Client Reference Trend Data Links

School District	Link
Clarksville Montgomery County School District	http://www.tn.gov/education/topic/report-card
Jefferson County Schools	https://www.cde.state.co.us/cdereval
Central Valley School District	http://www.k12.wa.us/dataadmin/
Sedalia Elementary School	https://www.cde.state.co.us/cdereval
Sublette County School District #1	http://edu.wyoming.gov/data/
Macomb Intermediate School District	https://www.mischooldata.org/
Commonwealth of the Northern Mariana Public School System	http://www.cnmipss.org/assessment/
Goshen County School District #1	http://edu.wyoming.gov/data/
Guam Department of Education	https://sites.google.com/a/gdoe.net/rpe/home
Lincoln Public Schools	http://www.lps.org/post/index.cfm?collection=44

Examples of Effectiveness with Similar Projects

In order to conduct successful continuous improvement and school transformation projects, McREL utilizes an evolving contextual and adaptable process supported by our highly qualified consultants/coaches. Several of the schools and districts working towards school transformation in various states including Colorado, Indiana, Kansas, Michigan, Minnesota, Missouri, North Carolina, South Dakota, and Tennessee. Examples of this work and a summary of key results are displayed below.

Table 1: Past Performance for Similar Projects

School or District	Type of work	Results
Clarksville-Montgomery County School District, TN*	Strategic support, consulting, coaching, technical assistance and thought partnership for increasing quality and reducing variability in instructional through PDSA processes.	Increased use and implementation of high-reliability PDSA processes at all levels of the system. Instructional quality improvement at most school sites and implementation of rapid-cycle prototyping and piloting of improvement and innovation initiatives.
Northeast Guilford High School, NC	Strategic ongoing school improvement support through *Success in Sight* for a comprehensive high school with 1,176 students enrolled.	During the time McREL worked with NEGHS, proficiency rates on the state's end-of-course exams improved substantially over the course of one school year. Increases in all areas (except Algebra I) were as follows: 24.5% in Algebra II, 18% in Chemistry, 14% in U.S. History, 12% in Biology, 10% in English, and 11% in Physical Science. In addition, teacher increases were seen in setting higher expectations, holding themselves and student accountable for learning and developing, and implementing high-engagement classroom activities.
Indiana (TOPHAT) Consortium, IN	Strategic ongoing school turnaround support for school districts labeled as low-performing receiving legislated assistance through Success in Sight serving schools in seven rural high-poverty school districts in Indiana.	Of the seven school districts involved, all saw steady gains in student achievement and moved off of the "watch list". One school district, for example, experienced 32% overall growth in all subject areas and all grade levels on the statewide achievement test. An elementary school moved from the "watch list" to 93 and 94.5% of students scoring proficient in reading/math respectively.
Jefferson County Schools (Jeffco), CO*	Strategic ongoing school turnaround support through Success in Sight at 30 schools in a large school district.	Strategic goals aligned state student assessments at 74% in content areas determined by school teams. 82% of goals set by schools were fully met and supported state test gains. In addition, short-cycle improvement processes were implemented to achieve quick wins leading to larger scale improvements.
Richwood High School, WV	High School Intervention, school turnaround, continuous improvement through Success in Sight.	During the time the school has been involved in *Success in Sight*, it has increased student achievement on the state assessment and increased its ranking among schools in the state. In math, the school moved from a rank of 115th out of 120 schools to 64th out of 115 schools. In Reading/Language Arts, the school moved from a rank of 107th out of 120 schools to 39th out of 115 schools.

*Listed as references in Attachment C.

Sampling of Client Reference Project Summaries

Clarksville Montgomery County School District. McREL has worked with Clarksville-Montgomery County School System (CMCSS) consistently since 2007, in the area of leadership development through customized leadership consulting and coaching. In May of 2013, McREL and CMCSS partnered on, and won, a TNLEAD Grant which focused on a collaborative endeavour to increase quality and reduce variability in the quality of instruction in the district. This customized approach focused on school and district leaders as the agents of change and was initially rolled-out through professional development. The professional development sessions were followed by technical assistance and leadership coaching in support of this work that lasted for the duration of the 2013-14 school year. Technical assistance was provided in support of 90-day cycles for improvement and innovation in which all schools in the district (and their leadership teams) were involved. The first 90-day cycle began in September and ended in December of 2013, with a second iteration of the cycle beginning in January and concluding in April of

2014. The results of the 90-day cycles have been promising, with schools at all levels (elementary, middle school, high school) demonstrating effective use of the 90-day cycle.

Jefferson County School District. During this three-year engagement (2011-2014), services were provided to build knowledge and capacity in using shared leadership, data to drive instruction, purposeful community, research-based strategies, and a continuous improvement process. Improvement processes included reading and writing strategies. McREL consultants facilitated leadership teams and their peer coaching processes. This project built capacity for continuous improvement in the Jefferson County School district and involved two targets for capacity-building. The first was a cohort of district facilitators learning *Success in Sight* in order to have district capacity for ongoing technical assistance for school improvement. Second, the schools in need of improvement or turnaround, built school-level capacity for continuous improvement.

Central Valley School District. From 2009 to 2013, McREL supported the Central Valley School District in Spokane Valley, Washington, through a series of professional development and technical assistance contracts. The work included intensive leadership professional development for 40 of the district's school and district leaders, school improvement planning technical assistance for each of the district's 20 school leadership teams, implementation of a walkthrough device, instructional training and support for teachers, principals and coaches, intensive school improvement and instructional strategy work with selected schools. Technical assistance and professional development focused on implementing principal and teacher appraisal systems, and high-reliability leadership training for district leaders and school board.

Sedalia Elementary School. During the three-year engagement (2010-2013), teachers and teacher leaders implemented a shared vision to improve the reading and writing skills of their students. Through workshops, teams, and coaching, McREL staff helped teachers to identify the criteria needed to move their school upward and onward. After identifying the specific areas around reading and writing, consultants then taught the teachers and teacher leaders specific protocols for Reading Workshops, Writing Workshops, and Reciprocal Teaching both in reading and in math to help students become more collaborative and push their thinking into higher-levels. Teachers and teacher leaders were also taught specific English language learner strategies which carried over to all subject and grade levels. The final process helped the educators identify "At Risk" students and in doing so, they were able to provide teachers with specific skills to motivate students to see the correlations between effort and achievement.

Macomb Intermediate School District. Macomb ISD and McREL have been working together since 2011. Macomb ISD have incorporated Balanced Leadership, Classroom Instruction that Works, Power Walkthrough, and Using Technology with Classroom Instruction that Works for 21 school districts, 150,000 students, and 10,000 educators in Macomb County. Macomb ISD strives to be an educational leader by providing quality professional development and services to local districts in Michigan.

Outcomes of this work include McREL-developed theoretical frameworks for improving performance and achievement across Michigan, the creation and success of *The 21things* Project by working with McREL and using the framework, review of the *21things4teachers.net* site for alignment to best practice and the technology categories, collaborating to create a 10-module online course to train teachers on the use of technology, walkthroughs that provided meaningful data for school improvement teams as they develop goals and plans, and a profound impact on the use of technology to improve best practice by Michigan educators.

Commonwealth of the Northern Mariana Islands Public School System. McREL has assisted the Commonwealth of the Northern Mariana Islands (CNMI) with its systemic reform efforts since 2004.

McREL began by helping CNMI develop content standards and benchmarks for English language arts, mathematics, science, social studies, fine arts, health, physical education, and technology and all subject areas of Career Technical Education. In 2010, McREL began providing professional development for CNMI principals to improve their instructional leadership skills and for CNMI teachers to improve their knowledge and use of research-based instructional strategies. McREL continued to help CNMI coordinate its reform efforts by assisting the district office to develop and implement an evaluation system for teachers and principals that is consistent with the instructional and leadership practices they have been promoting for several years. In addition, McREL introduced them to the idea of high reliability organizations and are working with them to transform their system by implementing 90-day innovation cycles. Outcomes of this work consist of the implementation of research-based instructional strategies, increased professional development for administrators and teachers, increased capacity of district instructional coaches and specialists, increased use of walkthrough data across the district, and implementation of 90-day innovation cycles.

Goshen County School District. McREL assisted the Goshen County School District with the creation of curriculum maps for all core and non-core content areas. This work involved unpacking standards (including Common Core) and developing units and lessons. Further, McREL provided training and technical assistance to teachers, school leaders, and district staff to develop curriculum frameworks for a guaranteed and viable curriculum. These services later transitioned into instructional unit development and the development of aligned district assessments. The four core content areas, English language arts, mathematics, science, and social science were included. The services involved week-long training and technical assistance during the summer and monthly onsite technical assistance. All mathematics services were aligned to CCSS-M.

Sampling of Client Reference Comments

Sublette County School District. Cheryl Abla at McREL conducted the two-day workshops and received the following testimonial from Mr. Eric Makelky, a participant of the workshop.

You did a great job with our group and you've driven our instructional gears into overdrive. It's a rare occasion that the entire 8 hour trip home is filled with PD reflection, and the 8 hours back with teachers on Friday was all about "what did you learn at McREL? Truly exciting!
We see Touchstones being useful for administrators from a "starting point" with teachers. The three imperatives are very applicable for all teachers, and we can't think of a current staff member who doesn't benefit from pursuit of being more demanding, supportive, or intentional. Trust me, we've talked about every teacher.
There are great lessons to be learned in relation to how administrators interact with teachers, and also how administrators should focus the teachers' interactions with students. If this is a framework being used by teachers than I have no doubt that administrators should be in attendance with the teachers.

Lincoln Public Schools. Dr. BJ Stone at McREL provided professional development services support in Classroom Instruction that Works, 2nd Edition, for teams from 56 different schools, district office leaders and curriculum specialists to reduce the variability in instructional practice, PLCs and school improvement.

One math teacher approached the Associate Principal afterwards and said "*It is refreshing to get professional development that I can apply to my classroom the very next day.*"
In a summative appraisal conference with a first year teacher with a high school Associate Principal, discussion went on for nearly an hour about strategies to flip the effort balance in her classroom. This teacher left with a list of strategies which the associate principal pulled from McREL's Classroom Instruction that Works. *It was an "ah-ha" for the teacher that just because all students were taking notes, did not mean they were mentally engaged in the process of learning.*
As an administrator I am really excited about McREL's Classroom Instruction that Works as a glue that is connecting our work for next year. All new teachers will receive this book next year. Instead of doing our monthly meetings about unconnected topics we are going to use our Trainer of Trainers and provide instructionally focused meetings from McREL's Classroom Instruction that Works to make the monthly new teacher meetings more interconnected.

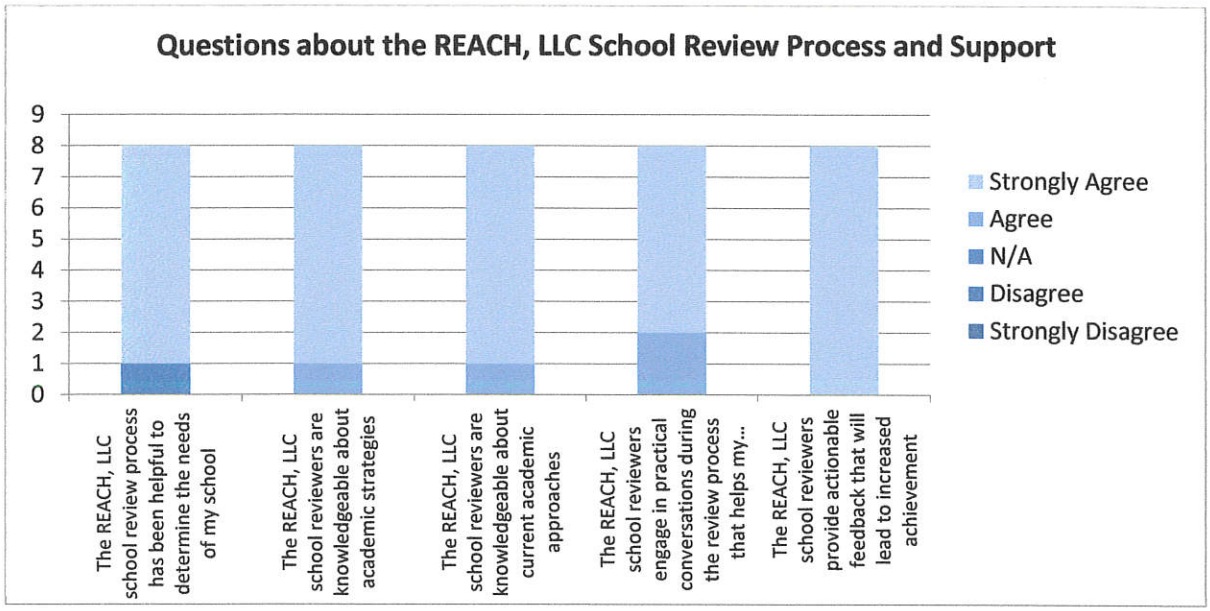
Attachment C

Evidence of Partner Effectiveness Chart

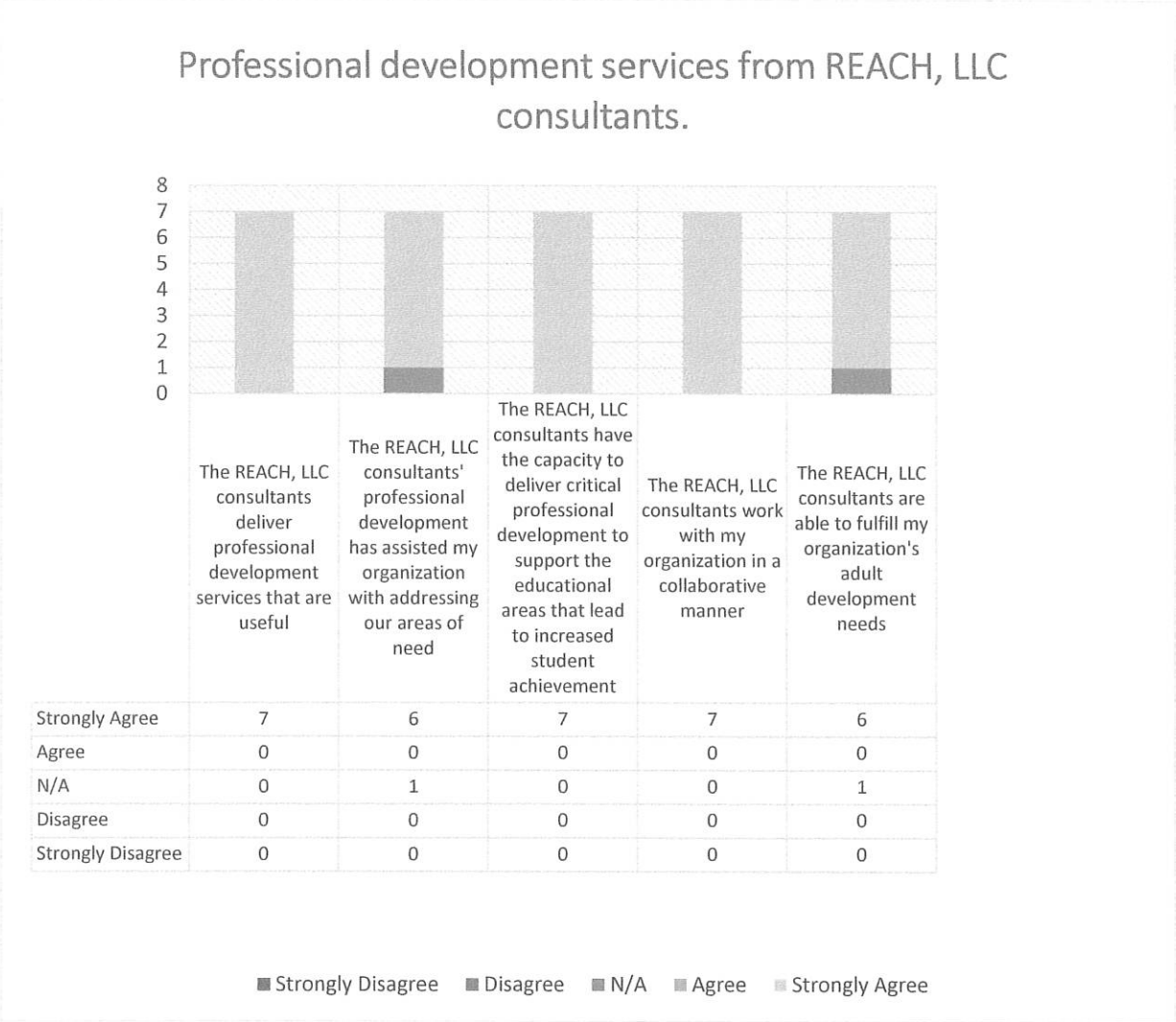
Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	**References / Contacts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
REIMAGINE EXCELLENCE AND ACHIEVEMENT CONSULTING HOUSE (REACH), LLC 557 Grand Concourse Suite 3-167 Bronx, New York 10451 www.reachedsolutions.com President and CEO Dr. Monica George-Fields mgfields@reachedsolutions.com 646-389-8228	1. St. Paul, Minnesota School District	1. Cheryl Carlstrom Director of Title I Federal Programs (Cheryl.carlstrom@spps.org)
	2. EAA School District of Detroit School District	2. Veronica Conforme, Chancellor of EAA Detroit Schools (vconforme@eaaofmichigan.org)
	3. Urban Scholars Elementary School	3. Debra Jones, Principal (Djones51@schools.nyc.gov)
	4. Bronx Design and Construction High School	4. Abigail Lovett, Principal (alovett@bxdca.org)
	5. PS/MS 178 Saint Clair McKelway School	5. Joseph Henry, Principal (Jhenry1@schools.nyc.gov)
	6. Danny Kaye School	6. Yvette Donald, Principal (yschoff@schools.nyc.gov)
	7.	7.
	8.	8.
	9.	9.
	10.	10.
Partner Organization Name and Contact Information and description of type of service provided.	**Schools the partner has successfully supported in the last three years** (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	**References / Contacts** (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
	•	1.
	•	2.
	•	3.
	•	4.
	•	5.
	•	6.
	•	7.

Attachment C - Evidence
Evidence of Partner Effectiveness Chart

Currently, REACH©, LLC supports several districts and schools around the country. Our work in St. Paul, Minnesota and Detroit, Michigan includes assessing their Focus and Priority Schools' effectiveness using the REACH©, LLC DROCLSD process and protocol. This protocol is similar to the DTSDE Conceptual Frames. It was created by the architect of the DTSDE, Dr. Monica George-Fields, in order to resemble the process and protocols of the DTSDE; however, the DROCLSD™ is based on concepts, which is fundamentally different than the DTSDE. In addition, REACH©, LLC works with schools in other states, such as New Jersey and Utah, to use the self-assessment component of the DROCLSD™ for their high-achieving schools. The feedback from principals and district administrators is extremely positive and there is consensus that our process and expertise has and will continue to assist them with increasing student achievement. A recent survey administered to our clients, which was focused on school and district reviews, yielded the following results:



We were thrilled to confirm that 100% of our clients find that the feedback reports and information provided through our process lead to increased student achievement. The satisfaction expressed by our clients around school and district reviews reflects the sentiments of our clients receiving professional development support and services. Our organization provides professional development and programs to schools that are attempting to change their educational environments. The face-to-face professional development, coaching, and mentoring provided to school leaders and other school members have been instrumental for districts and the school communities receiving the support. Thus far, REACH©, LLC provides services to schools aligned to strategic planning, school culture development and improvement, perception monitoring (via survey administration), and data collection and analysis. The following chart demonstrates the level of satisfaction with these services.



	The REACH, LLC consultants deliver professional development services that are useful	The REACH, LLC consultants' professional development has assisted my organization with addressing our areas of need	The REACH, LLC consultants have the capacity to deliver critical professional development to support the educational areas that lead to increased student achievement	The REACH, LLC consultants work with my organization in a collaborative manner	The REACH, LLC consultants are able to fulfill my organization's adult development needs
Strongly Agree	7	6	7	7	6
Agree	0	0	0	0	0
N/A	0	1	0	0	1
Disagree	0	0	0	0	0
Strongly Disagree	0	0	0	0	0

Our organization executives have worked and partnered with the New York State Education Department and are well versed in the federal, state, and local policies and guidelines, as it pertains to Title I funding sources, School Improvement Grants, and other regulatory statues that this RFP may encompass. Our executives regularly provide guidance to superintendents throughout New York State about compliance with regulations. Below is a chart that exemplifies the types of schools our consultants have worked and/or led.

Specific Outcome of the Services Provided the Following Schools and Districts

REACH, LLC

Location	Deliverable	Specific Outcome	When Delivered
St. Paul, Minnesota School District	Diagnostic Review for the Optimal Conditions of Learning in Schools and Districts – Onsite training, licensing of reviews, and face-to-face professional development, which included job-embedded training for reviews	1. Central office staff received intensive professional development aligned to conducting school reviews 2. School review of Priority Schools 3. District received a license to use the DROCLSD for the school year	2014-2015 School Year
EAA School District of Detroit School District	Assessment of all EAA of Detroit Michigan elementary schools	1. Intensive and comprehensive assessment of Chancellor Schools in Detroit Michigan, which yielded an assessment report and recommendations for school leadership	2014-2015 School Year
Urban Scholars Elementary School	Perception survey on conditions for teaching and response to accountability tools and school assessment	1. Analysis of survey report 2. Assessment report of instructional practices in the school	2013-2014 and 2014-2015 School Years
Bronx Design and Construction High School	Leadership team training	1. Full-day leadership training team training focused on vision, mission, and action planning work	2014 – 2015 School Year
PS/MS 178 Saint Clair McKelway School	Quality review training teacher team inquiry training and data driven instruction professional development	1. Quality review professional development for staff and administrators yielded a mock review with specific recommendations for improvement 2. Teacher team training using a specific protocol created by REACH©, LLC President Monica George-Fields that yielded more focused instructional practices aligned to specific data targets	2012 -2015
Danny Kaye School	Systems thinking professional development	1. Staff professional development that provided specific strategies and practices to address school culture change	2012 – 2013 School Year

MEMORANDUM OF UNDERSATANDING (MOU)

Between Mt. Vernon City School District and Grimes ES and McREL International, The Partner Organization for the School Improvement Grant (SIG) Round VI

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of the Mt. Vernon City School District, Grimes Elementary School and McREL International Partner Organization to support dramatic whole school change, from beginning to end, can be fully embedded within essential district. The purpose of this partnership is to work collaboratively to ensure increasing the likelihood of sustainability and student success served by the selected framework of innovation to create new, innovative, high quality education options for all students.

SPECIFIC ROLES AND RESPONSIBILITIES
The partnership of the Mt. Vernon City School District and Grimes Elementary School and McREL Partner Organization entails the following:

The Mt. Vernon City School District agrees to provide the following activities:
Extended Learning Activities in ELA, math, arts and crafts, and sports.
Classroom Instruction – Grades K-6
Professional Development
Administration and Supervision

The Partner Organization, McREL International, will provide to the partnership with the Mt. Vernon City School District the following activities.

SEE ATTACHED SCOPE OF WORK THAT WILL BE PROVIDED BY
McREL INTERNATIONAL FOR ACADEMIC YEAR 2015-2016 IN THE AMOUNT $150,680
This includes:
Improving the instructional skills of all staff including the use assessment data to modify instruction to meet student needs.
Supporting the RtI team.
Building the expertise, coaching capability, and capacity of principal and assistant principal to be instructional leaders who positively impact student learning through their support of CITW2 implementation and research-based literacy and math strategies.

Mt. Vernon City School District:

Signature [signature] **Date** 7/22/15
Superintendent: Dr. Kenneth R. Hamilton
Deputy Superintendent - Designee
Partner Organization: McREL International

Signature [signature] **Date** 7/21/15

Print Name Susan M Desch **Title** CFO

THE AGREEMENT FOR YOUR PROGAM SHOULD REFLECT THE SPECIFICS OF YOUR PROGRAM AND YOUR PARTNERS. ALL ACTIVITIES/SERVICES, ETC. THAT ARE PERTINENT TO YOUR PROJECT SHOULD BE INCLUDED.

McREL INTERNATIONAL
4601 DTC Boulevard, Suite 500 • Denver, Colorado 80237 • 800.858.6830
www.mcrel.org

Date: July 20, 2015

Dear Dr. Bennett-Conroy,

Thank you for your collaboration in developing the Mount Vernon City School District, Grimes Elementary School, 5 Year SIG plan with McREL to increase student achievement and eliminate achievement gaps by increasing administrative and teacher capacity to strengthen instruction, to improve teacher use of formative and summative assessment data to change instruction, to deepen implementation of the Engage New York ELA and Math modules and to support RtI. We are pleased to submit this Scope of Work outlining McREL's services to help you make sustainable changes that will change the odds for students and the staff who lead and teach them.

We have customized the following Year 1 Scope of Work to address the specifications requested. I have also included an outline of the 5 year proposed Scope of Work.

Feel free to contact me with any questions, comments or concerns you might have. I would be happy to speak with you at any time about the specific details.

Respectfully submitted,

Bess Scott

Bess Scott, PhD
Managing Consultant
Client Solutions
McREL International
4601 DTC Blvd., Suite 500
Denver, CO 80237-2596
P: 303-632-5631
402 202-1512
bscott@mcrel.org

McREL INTERNATIONAL
4601 DTC Boulevard, Suite 500 • Denver, Colorado 80237 • 800.858.6830
www.mcrel.org

Year 1: Initiating Change and Building Capacity for Effective Instruction to Raise Student Achievement

Dates	Professional Development Days and Participants	Objectives Year 1
September 2015 **2 days**	**2 Days Administrative Team** • Power Walk Through	**All Staff** • Improve instruction of all teachers • Develop skills to effectively use data to change instruction to meet student needs **Grades K-2 Teams** • Learn and apply developmentally appropriate practices to attain the rigor of Common Core Standards • Implement research-based literacy and math strategies that support all students meeting the ELA and Math Common Core Standards • Utilize formative and summative assessment data to modify instruction to meet student needs and propel all students to proficiency and beyond **Grades 3-6 Teams** • Implement research-based literacy and math strategies that support all students meeting the ELA and Math Common Core Standards • Utilize formative and summative assessment data to modify instruction to meet student needs and propel all students to proficiency and beyond • Implement Engage NY modules effectively **RtI Team** • Support implementation of district RtI protocol • Utilize data to focus intervention • Monitor and adjust intervention to meet individual student needs **Administrative Team** • Build the expertise, coaching capability, and capacity of principal and assistant principal to be instructional leaders who positively impact student learning through their support of CITW2 implementation and research-based literacy and math strategies
School Year 2015-2016 **4 Site Visits of 4 Days** **4 Site Visits of 3 Days** **(No April)**	**28 Days Total** Literacy and Numeracy; Engage NY; Teacher Data Use; RtI	
June 2016 **2 Days**	**1 Day All Staff** • Summarize Year 1 • Celebrate Successes • Determine Next Steps **1 Day Literacy Teachers** • Engage NY Implementation	
Materials and Supplies		
• Classroom Instruction That Works 2 (Book and Handbook for all staff) • Common Core Standards, Elementary Math and ELA Books for Literacy and Math teachers (K-2, 3-5. 6-8) • 5 Power Walk Through Site Licenses		

Cost: $150,680

(All Inclusive of Customized Design-Creation-Facilitation of all Professional Development; Travel; and Materials)

McREL INTERNATIONAL
4601 DTC Boulevard, Suite 500 • Denver, Colorado 80237 • 800.858.6830
www.mcrel.org

	Professional Development	Total Days	Objectives
Year 1 ***Initiating Change and Building Capacity for Effective Instruction to Raise Student Achievement*** **Cost: $150,680** *(All Inclusive of Customized Design-Creation-Facilitation of all Professional Development; Travel; and Materials)*	Power Walk Through Training (5 licenses)	2 Days	**All Staff** • Improve instruction of all teachers • Develop skills to effectively use data to change instruction to meet student needs **Grades K-2 Teams** • Learn and apply developmentally appropriate practices to attain the rigor of Common Core Standards • Implement research-based literacy and math strategies that support all students meeting the ELA and Math Common Core Standards • Utilize formative and summative assessment data to modify instruction to meet student needs and propel all students to proficiency and beyond **Grades 3-6 Teams** • Implement research-based literacy and math strategies that support all students meeting the ELA and Math Common Core Standards • Utilize formative and summative assessment data to modify instruction to meet student needs and propel all students to proficiency and beyond • Implement Engage NY modules effectively **RtI Team** • Support implementation of district RtI protocol • Utilize data to focus intervention • Monitor and adjust intervention to meet individual student needs **Administrative Team** • Build the expertise, coaching capability, and capacity of principal and assistant principal to be instructional leaders who positively impact student learning through their support of CITW2 implementation and research-based literacy and math strategies
	Literacy and Numeracy; Engage NY; Teacher Data Use; RtI (Common Core Books, Classroom Instruction that Works 2 Book and Handbook)	28 Days (8 monthly visits, no April)	
	SIG Year 1 Summary	2 days	
Year 2 ***Building Capacity for Effective Instruction to Raise Student, Achievement, Increasing Momentum of Change*** **Cost: $150,680** *(All Inclusive of Customized Design-Creation-Facilitation of all Professional Development; Travel; and Materials)*	CITW2	2 Day	
	Literacy and Numeracy; Engage NY; Teacher Data Use; RtI (Common Core Books, Classroom Instruction that Works 2 Book and Handbook)	28 Days (8 monthly visits, no April)	
	SIG Year 2 Summary	2 days	
	Power Walk Through (5 licenses)		
Year 3 ***Building Capacity for Effective Instruction to Raise Student Achievement, Increasing Momentum toward Change*** **Cost: $150,680** *(All Inclusive of Customized Design-Creation-Facilitation of all Professional Development; Travel; and Materials)*	CITW2	2 Day	
	Literacy and Numeracy; Engage NY; Teacher Data Use; RtI (Common Core Books, Classroom Instruction that Works 2 Book and Handbook)	28 Days (8 monthly visits, no April)	
	SIG Year 3 Summary	2 days	
	Power Walk Through (5 licenses)		
Year 4 ***Maximizing Capacity for Effective Instruction to Raise Student Achievement, Planning for Sustainability*** **Cost: $75,340** *(All Inclusive of Customized Design-Creation-Facilitation of all Professional Development; Travel; and Materials)*	CITW2	1 Day	
	Literacy and Numeracy; Engage NY; Teacher Data Use; RtI	12 Days Total (3 days Quarterly)	
	SIG Year 5 Summary	2 Days (Sustainability Planning)	
	Power Walk Through (5 licenses)		
Year 5 ***Maximizing Capacity for Effective Instruction to Raise Student Achievement, Planning for Sustainability*** **Cost: $75,340** *(All Inclusive of Customized Design-Creation-Facilitation of all Professional Development; Travel; and Materials)*	CITW2	1 Day	
	Literacy and Numeracy; Engage NY; Teacher Data Use; RtI	12 Days Total (3 days Quarterly)	
	SIG Year 5 Summary	2 Days (Sustainability Planning)	
	Power Walk Through (5 licenses)		
Total 5 Year Cost: $602,720			

MEMORANDUM OF UNDERSATANDING (MOU)

Between Mt. Vernon City School District (Grimes ES) and REACH, LLC, the Partner Organization for the School Improvement Grant (SIG) Round VI

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of the Mt. Vernon City School District, Grimes Elementary School and REACH, LLC the Partner Organization to support dramatic whole school change, from beginning to end, can be fully embedded within essential district. The purpose of this partnership is to work collaboratively to ensure increasing the likelihood of sustainability and student success served by the selected framework of innovation to create new, innovative, high quality education options for all students.

SPECIFIC ROLES AND RESPONSIBILITIES
The partnership of the Mt. Vernon City School District, Grimes Elementary School and REACH, LLC the Partner Organization entails the following:

The Mt. Vernon City School District agrees to provide to the partnership with REACH, LLC the following activities:
Extended Learning Activities in ELA, math, arts and crafts, and sports.
Classroom Instruction – Grades K-6
Professional Development
Administration and Supervision

The Partner Organization, REACH, LLC, will provide to the partnership with the Mt. Vernon City School District the following activities.

SEE ATTACHED SCOPE OF WORK THAT INCLUDES SCHOOL AND TEACHER LEADER COACHING AND FOCUSED SCHOOL WALKS PROGRAMS WILL BE PROVIDED BY REACH, LLC FOR ACADEMIC YEAR 2015-2016 IN THE AMOUNT OF $64,000.

Mt. Vernon City School District:

Signature _____ Date 7/22/15
Superintendent: Dr. Kenneth Hamilton / Deputy Superintendent Jeff Gorman

Partner Organization: REACH, LLC

Signature Monica George-Fields Date 07/21/2015

Print Name Monica George-Fields Title _____

THE AGREEMENT FOR YOUR PROGAM SHOULD REFLECT THE SPECIFICS OF YOUR PROGRAM AND YOUR PARTNERS. ALL ACTIVITIES/SERVICES, ETC. THAT ARE PERTINENT TO YOUR PROJECT SHOULD BE INCLUDED.

2015 JUL 22 AM 8:41
M.V. BD. OF ED.
SUPERINTENDENT'S OFFICE

REIMAGINE EXCELLENCE AND CONSULTING HOUSE
REACH, LLC

Mount Vernon – Grimes Elementary School District Cost Factors 2015-2016

4.0 (3) Budget/Cost Summary – Focused School Learning Walks

Description of Service	Projected Number of Service Days/Daily Rate	Total Cost
Training of School and Teacher Leaders year 1	10 days @ 2,000 per day; plus 2 days of planning @ $1,000 per day	$22,000
Online Learning Platform	5 days @ 1,000	$5,000
Materials for all participants	$250 per participants (includes Kindle and all electronic books for study group)	$5,000 (Based on 20 participants per school)
	Total	$32,000

4.0 (4) Budget/Cost Summary – Teacher and School Leader Coaching

Description of Service	Projected Number of Service Days/Daily Rate	Total Cost
Training of School and Teacher Leaders year 1	10 days @ 2,000 per day; plus 2 days of planning @ $1,000 per day	$22,000
Online Learning Platform	5 days @ 1,000	$5,000
Materials for all participants	$250 per participants (includes Kindle and all electronic books for study group)	$10,000 (Based on 20 participants per school)
	Total	$32,000
	Grand Total for Two Programs	$64,000

June 17, 2015

Dr. Keith R. Hamilton
Superintendent of Schools
Mount Vernon City School District
165 North Columbus Avenue
Mount Vernon, NY 10553

Dear Superintendent Hamilton:

As you know, school turnaround is complicated and arduous work. It is even more difficult to achieve when districts are faced with a cluster of low performing schools that are suddenly identified as their state's lowest performing. For the past 3.5 years, my team and I have focused on addressing the needs of these type of schools in New York, Minnesota, and Michigan by developing and leading the implementation of two school review protocols and processes (Diagnostic Tool for School and District Review- DTSDE and Diagnostic Review for the Optimal Conditions of Learning in Schools and Districts-DROCLSD) in over 700 schools and 72 districts.

The DTSDE is now a major factor in the New York State Education Law 211-f, which places several of Mount Vernon schools in Receivership as of July 2015. Our proposal provides a plan for addressing the requirements of Receivership and meets the needs of the school communities. Please find this letter of intent to provide support services to 2 Mt. Vernon City School District (MVCSD) schools. Our services will focus on developing a Receivership Plan that aligns to comprehensive school support services that will lead to the demonstrable improvement necessary to prevent the appointment of a New York State Education Department (NYSED) Independent Receivership, which will include the following:

- Receivership Plan development;
- Online support;
- Book studies aligned to each program;
- REACH Focused School Walks Program™; and
- REACH Teacher Leader Coaching Program™.

These recommendations are based on an analysis of the available DTSDE school reports, conversations with MVCSD school leaders during our New York State Education Department work, and observations of MVCSD school team work. Implementing these programs in your district will lead to creating a common understanding and language used to identify effective educational practices across the school.

Our proposed Senior Academic Facilitators to conduct these services are Dr. Monica George-Fields, Dr. Peter L. McFarlane, Dr. Debra Jackson, and Maria Esponda. Each senior facilitator will be assigned to a school and lead one or more programs in the schools. We will also assign a project director to work with your designated district employee and school leaders to arrange all of the details of the programs; minimizing the preparation work for your office. The following documents outline the reason our school support programs help with improving a school community's practice, deliverables and cost factors, and the plan for service delivery.

I look forward to hearing from you to discuss any inquires or next steps. Please do not hesitate to contact me at mgfields@reachedsolutions.com or (646) 389-8228.

Sincerely,

Monica George-Fields

September January March		
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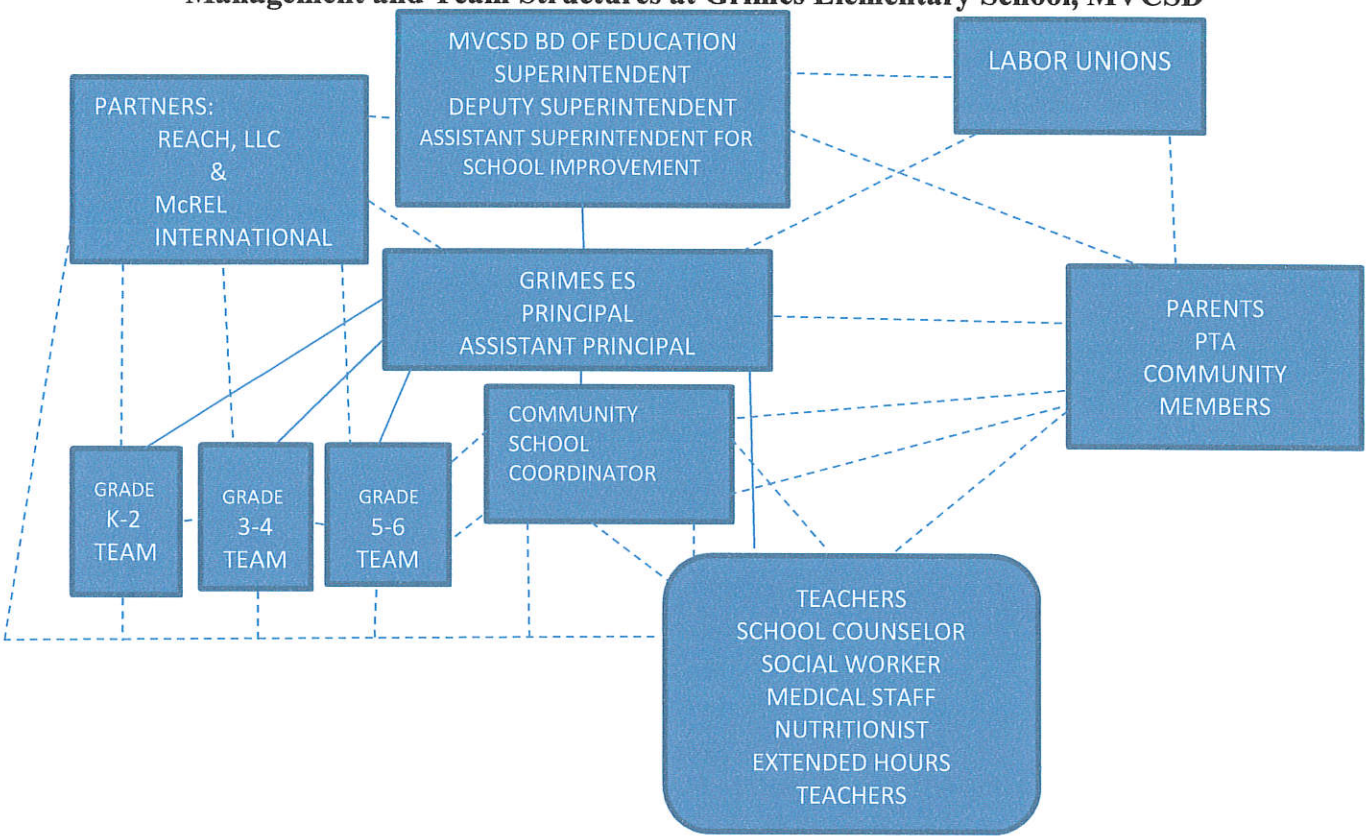
G. Organizational Plan – 4 points

The 2015-2015 school calendar has not been completed as of this writing but once the district calendar has been established and approved by the board, the Grimes ES Innovation Framework Leadership teams will craft a school calendar with all considerations and awareness of school Innovation Framework goals, actions, and supporting professional development.

Management and Team Structures at Grimes Elementary School, MVCSD



How the structures function in day-to-day operations

Grimes ES will adopt a school leadership team model based on the principles of distributed leadership and shared accountability. This team will be the Grimes ES Innovation Framework Leadership Team. The principal will lead the instructional program and school logistics, while relying on thoughtful input from the Grimes ES Innovation Framework Leadership Team when making critical strategic decisions for the school. This Grimes ES Innovation Framework Leadership Team will consist of the principal, assistant principal, and three sub-teams three teachers (grades K, 1 and 2), two teachers (grades 3 and 4), two teachers (grades 5 and 6), two parents, and reps from REACH, LLC, and McREL International, our professional development partners. The Teams will share leadership and accountability for the implementation of the Innovation Framework Plan and meet twice a month. All decisions made by the team will be communicated to the staff via the Communication Chain; input from staff will also be communicated to the team via the Communication Chain.

Different types of teacher teams will meet weekly during common planning time: data teams, content area teams, and grade level teams. These teams will be the Professional Learning Communities (PLCs) where embedded professional development will start. McREL, and REACH, LLC will use these structures for reading, math and intervention/technology professional development.

Grimes ES is a part of the District PLC that will work with NYSED on the state DTSDE recommendations for MVCSD schools. In turn, members from Grimes ES will link these recommendations to the Innovation Framework Community-Oriented School Design model work at Grimes ES.

Implementation of the APPR - The purpose of the current APPR evaluation system is to ensure that there is an effective teacher in every classroom and an effective leader in every school. The evaluation system will also foster a culture of continuous professional growth for educators to grow and improve their instructional practices. Under the new APPR Plan, New York State will differentiate teacher effectiveness using four rating categories: *Highly effective, effective, developing, and ineffective (HEDI)*. The APPR will result in a single composite score out of 100 total points that incorporates multiple measures of effectiveness. The ranges for each rating are as follows: ***H (91-100), E (75-90), D (65-74), and I (0-64).***

All classroom teachers of record (as defined in Section 80-1.1 of the Commissioner's regulations) including speech teachers, career and technical teachers, and media specialists, who are primarily and directly responsible for a student's learning activities aligned to the performance measures of a subject/course are required to be evaluated annually with the 100 point system. The principal shall devote at least one faculty meeting each year to the procedures and processes of employee evaluation prior to conducting observations. This meeting shall be held within the first 30 days of the school year. In addition, applicable sections of the APPR Plan shall be included in the staff handbook for review. New hires shall receive APPR training during the two-day orientation prior to the beginning of the new school year. District personnel will provide APPR training for teachers hired after the two-day orientation period.

As stated in the New York State Education Department Guidelines:

Under the new law, New York State will differentiate teacher effectiveness using four rating categories – Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-c (2)(a) requires annual professional performance reviews (APPRs) to result in a single composite teacher or effectiveness score that incorporates multiple measures of effectiveness. The results of the evaluations shall be a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher professional development (including coaching, induction support, and differentiated professional development. (NYSED Guidelines, 2012, p. 6) None of the descriptions or requirements contained in the district's APPR is intended to supplant the overriding obligation of the teacher's supervisor (and/or Superintendent's Designee) to provide appropriate, individualized support to each teacher including, but not limited to, informal observations, learning walks, interviews, data collection, and artifact study.

Prior to making an employment decision including, but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, the Superintendent, and or the Board of Education, shall review the affected teacher's annual professional employment review(s), considering said review(s) as significant factor(s) in reaching determinations respecting the aforesaid employment actions. Provided, however, that nothing in this section shall be construed to affect the statutory right of the District or its Board of Education to terminate a probationary teacher for statutorily and constitutionally permissible reasons other than the performance of the teacher in the classroom or school, including but not limited to misconduct. All items in the APPR are subject to collective bargaining, and shall be subject to the grievance and arbitration procedure as set forth in the current agreement between the Mount Vernon School District and the Mount Vernon Federation of Teachers.

The following chart outlines the teacher membership groups and the corresponding performance evaluation requirements. (All referenced observations are formal observations.)

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Tenured: This category refers to any teacher who is ***not*** probationary.	Two (2) Observations: 1 announced observation and 1 unannounced observation, not to exceed a maximum of 2 formal observations within a given school year.
Teachers under the TIP program: A tenured or probationary teacher qualifies for the TIP (Teacher Improvement Plan) if he/she has received an *ineffective* or *developing* overall composite score, less than 75 points, for a given school year. PPS employees qualify for a TIP if they receive 4 or more *unsatisfactory* ratings on any given evaluation. Pre-K Teachers qualify for a TIP if they receive 4 or more *ineffective* ratings on their summative assessment.	The teacher improvement plan (TIP) will include the following elements: (1) specific standards-based goals that a teacher must make progress toward attaining within a specific period of time, (2) identification of areas that need improvement, (3) a timeline for achieving improvement, (4) the manner in which improvement will be assessed, and, where appropriate, (5) differentiated activities to support improvement in these areas. Upon rating a teacher as *Developing* or *Ineffective* through an annual professional performance review, the evaluator in collaboration with the teacher, must formulate and commence implementation of a teacher improvement plan (TIP) for that teacher by the tenth day of the following school year. See Section E: Teacher Improvement Plan (TIP)

FORMAL OBSERVATION TIMELINE CHART - (60 POINTS BASED ON ALL FOUR DOMAINS OF THE 2011 REVISED EDITION OF DANIELSON'S *FRAMEWORK FOR TEACHING*) Teachers will be evaluated based on the teacher category, evaluation requirements, and due dates as specified below:

Teacher Category	Evaluation Requirement	Due Date
Probationary (Non-tenured)	First Observation	November 15th
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	Summative End of the Year Evaluation	By June 15th each teacher will receive a score for the 20% locally-selected measures

		of student achievement and a score on the 60% "other measures." Prior to the start of classes for the following school year, the teacher will receive a score for the 20% State assessed student growth or SLO(s) to attain a composite score out of 100.
Tenured	Two (2) Observation (maximum 2 observations allowed; 1 announced; must have 10 school days between observations) Summative End of the Year Evaluation	By April 15th observations must be complete and paperwork submitted to HR. By June 15th each teacher will receive a score for the 20% locally-selected measures of student achievement and a score on the 60% "other measures." Prior to the start of classes for the following school year, the teacher will receive a score for the 20% State assessed student growth or SLO(s)to attain a composite score out of 100.
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Formal Observation Steps (Days refers to school days): The following chart contains the steps, administrator and teacher responsibilities, timeline, and forms necessary to complete formal observations. For announced formal observations, follow steps 1-8. For unannounced formal observations follow steps 4-8. The APPR document and all forms are available online at the MVCSD website located on the homepage under "Staff." Steps will be confirmed via email or in written communication.

ACTION/TIMELINE	ADMINISTRATOR	TEACHER	FORM/TOOL
Establish Date and time for Announced Observation	Both parties mutually agree upon date, time, and duration for formal observation.		Via email and/or memo

Complete and Collect Pre-Observation Form	Requests teacher to complete pre-observation form #1	Submit form #1 to the evaluator (hard copy, electronically or via face to face conference as mutually agreed) no less than 3 days prior to observation visit	Pre-observation Form #1
Review and Return Pre-Observation Form to Teacher	Reads the plan, provides feedback to the teacher, and asks any clarifying questions as necessary and returns form #1 no less than one day prior to the formal observation	Applies feedback to adjust lesson if necessary	Pre-observation Form #1
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Teacher Self-Assessment		Prior to the post conference, completes the teacher section of Teacher Self-Assessment form #2 and provides evidence.	Evidence Collection Form #2/ Teacher Self-Assessment Form #2

Post-Teaching Conference	At a mutually agreed upon date and time within 5 days from the observation, the evaluator and teacher collaboratively discuss and clarify components of the observed lesson using the administrator's evidence collection Form # 2 and teacher's self-reflection form #2. In the event that the evaluator and teacher disagree, the evaluator's assessment will stand as valid record.		Evidence Collection/ Teacher Self-Assessment Form #2
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H. Educational Plan – 8 points

Curriculum: Grimes Elementary School students need intensive reading support; students scored 7.0 % proficient on the state test. Researched by over thirty institutions for more than two decades, Waterford Early Learning Programs (K-2) and iReady (3-6) have been found to increase reading and math achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to meet the needs of English language learners.

McREL has been working alongside Bank Street College and Annenberg for the past two years in the district facilitating Common Core implementation and data driven instruction. McREL's continuous improvement approach draws upon research in the areas of systemic change, leadership, organization change, professional development, professional learning communities, researched-based instructional strategies, assessment, and school improvement. This Innovation Framework Innovation Framework Community-Oriented School Design model is designed to help schools develop the capacity to sustain improvement structures, processes and attitudes and respond to future challenges. McREL employs a systemic approach based on a coherent, articulated theory of change that helps schools understand and manage the complexity of change. This approach is built upon a set of research-based school, teacher, and leadership practices and student characteristics that are correlated with improved student achievement, as found in the research book, *What Matters Most* by Robert Marzano.

The simultaneous development of a school leadership team increases shared leadership for school improvement. In an age of increased accountability for student success, principals learn how to build shared leadership into a dynamic process of mutual influence, responsibility, and accountability for collective goals. As teacher-leaders work with other teachers on grade-level or cross grade- level teams, leadership team members increase the capacity of other individual teachers and the staff as a whole to improve instruction. This increased school and individual teacher capacity are mutually reinforcing and lead to the ultimate goal of improved student achievement.

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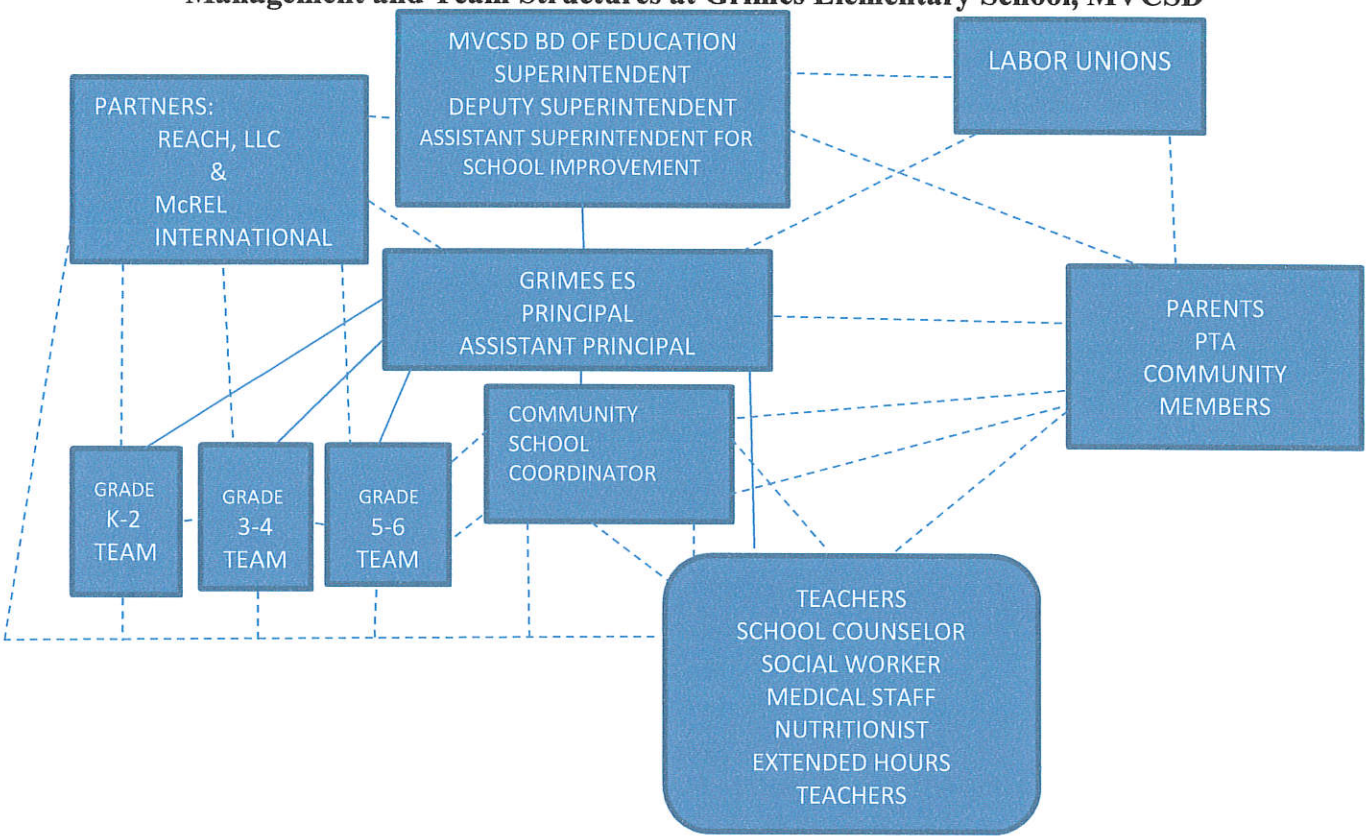

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Mount Vernon City School District

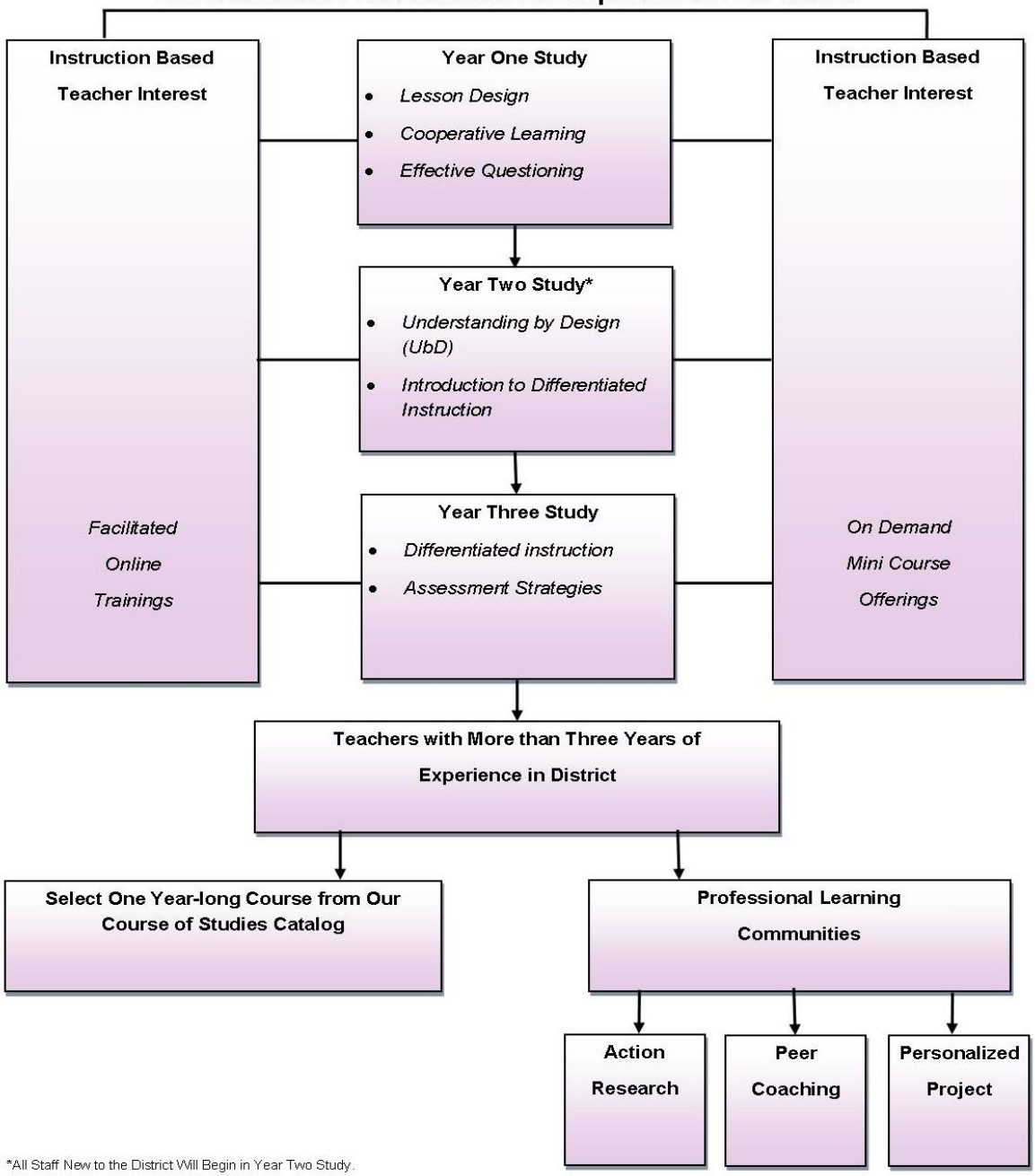
Professional Development Plan 2015 - 2016

Mount Vernon City School District

FOCUSING ON EXCELLENCE

Submitted through the office of Dr. Jeff Gorman, Deputy Superintendent of Schools

Differentiated Professional Development: A PLC Model



*All Staff New to the District Will Begin in Year Two Study.

Flow chart based on the work of Dr. Christopher H. Tienken and Lewis Stonaker (2007, Spring). When Every Day is a Professional Development Day. The Journal of the National Staff Development Council (Learning Forward) 28 (2) 24-29.

PROGRAM OVERVIEW

Our district's Professional Development Plan provides options for staff members and stresses a personalized professional development experience. The plan's themes will further emerge from staff feedback collected during surveys administered in the spring of 2015.

The first part of the plan is devoted to staff members new to the profession. New teachers need a customized support system and the plan addresses those needs by providing a sequenced professional development experience. First year staff will participate in a program designed to address classroom management, lesson planning and preparation, cooperative learning strategies, and strategic questioning. During year two, in-depth work with Understanding by Design and Introduction to Differentiated Instruction, will be the focus. In year three the staff members will work together to study Differentiated Instruction. Descriptions of these offerings will be produced through a district Professional Development Course of Studies booklet.

Peer coaching will allow staff to team up with a colleague in their building or in the district and visit each other's classroom a minimum of one time each quarter. Each participant chooses an instructional focus they would like to receive feedback on from their partner during the visits.

Staff can also choose to design their own classroom-based projects. The project must be instructionally focused and its outcomes must directly impact the students. Staff is encouraged to work with others.

Student achievement is a major focus of our professional development plan, which includes both product and process. Success is measured not only by scores on standardized tests, but also by character development. Students are expected to become self-driven learners, and productive members of our community. The faculty's role is to guide students along their academic journey by instilling a love of learning, developing exemplary character, and encouraging responsibility through social, physical, and emotional discoveries.

All decisions are made on the premise that children must come first. We make decisions that are inclusive, sensitive and meaningful to our diverse population. All members of our community are responsible for building capacity to reach excellence. We support teacher and student collaborations to maximize the potential for improved outcomes in achievement. We strive to help our students grow into responsible members of our democratic society by instilling a love of learning, developing character, and encouraging responsibility. We believe that there are no disposable students in our community and every child means every child.

Our aim is to provide content based learning experiences, which are useful and meaningful to students as they progress through the grades and beyond. Paralleling experiences in communications, technology, the arts and sciences will further ensure that the future leaders of our country are prepared for the competitive workplace and possess the love, respect, sensitivity and desire to preserve humanity, the environment and our American heritage. We are also committed to meeting the core curriculum put forth by the state.

The definition of success is dependent on securing data from a variety of sources, including standardized test scores team and departmental assessments, and formative and summative assessments within the individual classroom such as I-Ready and Dibels data. A strong emphasis is being placed on improving literacy among our students through the creation of a district-wide Response to Intervention (RTI) prototype. Our high schools are adding a balance between measured outcomes in standardized testing, improving graduation rates, and passing Regent's exams by improving reading, math and writing scores.

The District will support these definitions through our myriad of Professional Development offerings and opportunities, ranging from one-day mini-courses, full-year endeavors, blended learning opportunities, workshops conducted by our standards administrators and directors, BOCES led workshops when appropriate and Personalized Professional Development Projects all designed to be job-embedded and using components of the Professional Learning Communities model and the National Staff Developments Councils / Learning Forward's Vision for Professional Development in the 21st Century School.

With all of the professional development opportunities that we will provide our staff, we are confident that we can meet most of these priorities in-house and we will provide opportunities for our staff to attend out-of district and on-line opportunities for those that we don't have the capacity to train on in district.

Our "On-Demand" component of our mini-course program will allow us to meet new needs as they become evident to staff and administration throughout the school year and beyond.

The district will create a Course of Study catalog to address the various needs of the staff. Courses such as the Danielson Framework, Technology integration based on the SAMR and TPACK model and RTI will serve as the instructional hub for our staff. Additionally, an eclectic approach will be used as a way to implore innovative professional learning opportunities such as the use of a blended learning model that we have piloted this year through *Literacy Solutions*, a differentiated online course that is open to staff individuals, research based and allowing for sharing and creation of content.

DIFFERENTIATED PROJECT CHOICE OVERVIEW

Differentiated Professional Learning Communities will be offered to experienced staff members as part of attaining academic goals. Staff can work individually or as a small professional learning community. Options include Action Research, Personalized Projects, or Peer Coaching. All projects must be driven by S.M.A.R. T. goals, have a direct impact in the classroom and be based on the district's Professional Learning Community (PLC) model. Below is a small sample list of suggested PLC topics based on district needs assessments and administrator input. The list will be expanded as we engage stakeholders in the process.

Possible PLCs for 2015-2016

1. **Articulating the Common Core in Science MS/HS**
2. **Articulating the Common Core in Social Studies MS/HS**
3. **Yearlong projects and PD for Evaluation (Guidance, Media, CST, School Psychologists, Speech, Nurses, etc)**
4. **I-Ready**
5. **Dibels**
6. **Next Generation Science Standards: Linking SLOs and Data to Assess Three Dimensional STEM Learning**
7. **Breaking Down the Common Core in Algebra and Geometry**
8. **Grades K-2: Refining Best Practices Using the Common Core and Small Group instruction**
9. **Teacher Improvement Plans**
10. **Using Data to Drive Instruction**
11. **Common Core for the Special Area Teacher**

The Planning Process

We are aware that building professional development structures involve collaborative, team-based learning through the use of Professional Learning Communities, year-long offerings, mini-courses, and personalized projects. Each year, there will be designated full and half days for professional development for all staff. Professional development opportunities will be offered on a variety of topics with staff members making selections in concert with their administrator based on their particular staff development needs. Teachers may also select to participate in a differentiated professional development model by working alone or in groups on approved PD personalized projects. Teachers will commit to one professional development topic for the year thus promoting a job-embedded approach to learning.

Year 1, Year 2, and Year 3 teachers participate in a year-long course which covers lesson planning, classroom management, unit design, differentiated instruction, Understanding by Design and effective questioning. In addition, Year 2 and 3 teachers will be afforded the opportunity to participate in a year-long PLC. This PLC will be comprised of peers in their grade band. Each PLC will meet bi-monthly with a Coach and work toward a group identified common goal. Areas of focus will include but are not limited to the Danielson Framework, classroom management, behavior modification, lesson design, and assessment practices. In class coaching will be provided for these teachers as an extension beyond professional development.

Curriculum development with peers will take place throughout the school year. Most curriculum writing will be scheduled during the early summer with administrative staff available to assist the writing teams. All new and revised curriculums will contain Common Core Standards, 21st Century Skills and ISTE Standards as well as big ideas, essential questions, and assessment samples.

Mini-courses held during the school day will continue to meet the needs of staff. Trained colleagues will design and present these workshops, taking advantage of the wealth of resources found within the district. In addition, after school workshop opportunities will be held throughout the school year. After school classes will run for up to ten weeks in length at two hours per class. Topics will be in direct response to our needs assessment and range from using I-Pads in the classroom to the Danielson Evaluation Model.

Summer professional development sessions will also be run outside the normal school year pending budget and funding formulas. Mentor training will be held throughout the year in conjunction with the teachers union who have developed a comprehensive program through a grant.

Professional leave will be an integral part of the professional development opportunities offered to our staff. All workshops and professional conferences will be evaluated by the staff upon their completion and a data base of outstanding workshops and presenters will be kept to be shared with staff requesting similar training and for future in-service training needs.

Teacher leader training workshops will be held on campus. These “Train the Trainer” workshops will promote the development of district experts on a variety of topics.

Staff members can take a “How to Manage a PLC” course this year that will cross over into our district work with the STLE grant over the last two years. This course will educate and guide the current teacher leaders on supporting collaborative experiences using Professional Learning Communities (PLCs). This approach will further promote job-embedded professional development.

Summer administrative workshops will be held during the summer “sacred days” to avail the administrative staff to the same areas of training as our teaching staff receives so they can effectively evaluate the progress of district’s professional development plan.

Administrators, supervisors, and staff developers will conduct frequent classroom walkthroughs to gather data on current teaching methods and curriculum implementation. Data from the walkthroughs will be used to improve teaching and learning in the classroom.

Professional development libraries will be established in each school’s library. Literature is available to staff throughout the school year. In addition, current educational literature is distributed to the staff periodically in hopes of sparking an interest of various educational methodologies.

Graduate course work and other college opportunities are made available to our professional staff. Newsletters and memos are sent to staff identifying opportunities available from area colleges and universities.

“Useful Websites” and “Useful Documents” links will be established on our school district website so teachers can be guided toward helpful Internet sites that have been pre-evaluated for validity and usefulness.

Building and grade level workshops are designed and held as needs are identified by administration and staff.

All Teacher Assistants (TAs) and aides will be trained on a variety of professional development topics by the district’s administrative staff and outside sources throughout the school year.

Each school-based PD Committee will communicate the professional development plan to staff members during the teachers’ monthly staff meetings.

Our mini-course program (5 and 10 PD hours, held during school hours, after school and during summer) allows for staff to receive training in other areas of interest while at the same time being able to commit to a year-long area of focus. Our mini-course program also allows us to provide staff training in areas identified during our needs assessments.

Grade level and faculty meetings along with our additional half-day in-service days that are not a part of our structured PD program, are also often used by the staff and administration to discuss professional development projects or to provide specific professional development training.

Our Teacher Exchange program will provide the professional development department with a budget to provide release time for our staff to peer coach, work on projects or mentor new or struggling colleagues. It should be noted we are hopeful to gain an elementary and secondary professional development coordinator along with literacy and mathematics coaches to organize this comprehensive program and to work side by side with teachers and administration. We encourage our entire first year teacher cadre an opportunity to observe veteran staff, and it is usually done early in the school year. All staff participating in our Peer Coaching PLC model must preconference, observe and post conference with each other a minimum of 4 times (1 time per marking period) to successful complete the program.

Our district website will have an extensive professional development component that includes links to our professional development and mentoring plans, all of our templates that must be completed before being approved for PLCs in Action Research, Peer Coaching and Teacher Created Personalized Projects. Our full year and Seasonal Catalogs, Mentoring Documentation Forms, Surveys and Project Abstracts will be found on this site. In, addition, we are also providing for our staff what we will identify as the Top 75 (and counting) Websites for Classroom Teachers and Useful Documents for Classroom Teachers.

Our district will have two full-time Staff Development Coordinators working year round to provide quality professional development for all administrators, teachers and support staff. They will train teacher leaders through our Train the Trainers program. These teacher leaders provide a majority of our seasonal trainings and also provide resources for teachers in each of our 16 buildings. We will use a Professional Development Feedback Form to identify out-of-district providers who may have a particular expertise in something not offered in district.

The following resources and structures will be in place pending budget approval to support our professional development program for the 2015-2016 school year:

1. Our district will develop a core of teacher leaders to assist in training our staff during in-service days, mini-courses and our after school, weekend and summer programs. We need to enlist and train staff within our district that possesses a wealth of experience and expertise.

2. Our district will hire two full time staff development coordinators who will be responsible for implementing the district's plan with the assistance District Professional Development Committee and the Office of Curriculum and Instruction.

3. The district's administrative staff and staff developers will continue to formally and informally observe and evaluate teachers, giving valuable constructive criticism to members of the district.

4. The district has two full and four half-day in-service days built into the school calendar for the training of all staff.

5. Mini-courses and summer workshops will continue to be offered to staff on a variety of topics in order to ensure job-embedded practices.

6. Online staff development programs are offered through the district such as Literacy Solutions. These programs are offered as a hybrid mini-course or an independent online study.

7. Local college offerings will continue to be an integral part of our staff development program with staff being encouraged to continue their educational training.

8. Out-of-district workshops and conventions are available to our staff and will be evaluated by the attending staff members upon their return.

9. Presenters from the outside will be used to train our staff during in-service training, for our after school, weekend and summer programs; as needed.

10. The Board of Education, community and student body will be encouraged to assist our district in the development and implementation of our staff development programs. Strong support of our program from these resources is a valuable tool in developing and expanding our programs. Our community partnerships and grant resources are filled with a wealth of knowledge that needs to be further tapped.

11. Our secretarial staff in the Office of Curriculum and Instruction will play an important role in the success of our staff development program by assisting with clerical skills such as how to use Board Docs.

12. The professional development will also include contracted BOCES staff to support the needed professional development for educational technology integration into the district.

13. We will reconfigure and utilize the many advantages that My Learning Plan has to offer as a vehicle to managing the professional development program.

District leadership in the form of Principals, Assistant Principals, Standards Administrators and Directors must embrace our model of professional development in order to achieve success. They will meet with all staff members during the spring to discuss the outcomes of their current professional development plan and to have discussions and make a joint decision on their selection of professional development for the coming school year.

Assessment of Professional Development

Staff will be focusing on a variety of topics in the district through the year along with our mini-course offerings. We also expect to have numerous personalized Action Research projects approved by our building administration and our content area standards administrators. All of our classes and projects have a common thread in that they focus on meeting the needs of our student population to the best of our ability. Because we have a job-embedded component in each class, we expect that all teachers and Teacher Assistants will be taking information learned during their trainings immediately back to their classrooms. Evaluating the effectiveness of their implementation to meet the needs of their students is a component in all of our studies.

Because we plan on differentiating the training provided to our staff, we are hopeful to increase the likelihood that our staff is participating in the offering that best meets their needs in providing best practices to their students. Their Administrative Support Person will meet with them at least three times during the school year to discuss progress and next steps in classroom use. All class lists and projects are sent to trainers, administration, and PLC participants during the month of May to provide time to prepare for the following year's program. In preparation for the 2015-2016 school year we will adapt a hybrid model for implementation.

Our classroom walkthrough tools, classroom formal and informal observations, lesson plan reviews, instructional rounds, DTSDE reviews, teacher exchange and peer coaching models, meetings held with our Administrative Support People, Danielson Framework Coaching, and professional development surveys and feedback forms will all be used to monitor the progress of our staff. All in and out-of-district workshops attended will require staff to complete a feedback form which asks them to reflect on the training and to describe how the training will affect their classroom instruction.

2. The definition of success is dependent on securing data from a variety of sources, including standardized test scores, team and departmental assessments, and formative and summative assessments within the individual classroom using the Managing for Results model.

3. Using Regents, NYSED standardized testing, PSAT, SAT, & AP scores, benchmark scores, as well as portfolios, we will identify areas of strengths and weaknesses for both the individual student and grade levels. Also comparing data to a curriculum that is user friendly and mapped to identify overlaps and gaps in instruction will assist us in improving the quality of our program.

4. All of our course offering are designed to include a job embedded component during the afternoon sessions of the trainings. Our trainers will become facilitators at this time. Participants are required to bring with them materials that they can use to design lessons, activities and/or strategies that can be used in the classroom in the near future. These are evaluated both before and during the next scheduled session. Our teacher exchange and peer coaching programs allow for further reflection tools.

All of our Trainers will also trained in the formation of and support for Professional Learning Communities. During the initial afternoon session for each course, participants form groups that can be based on subject areas, grade levels or course components. These PLCs can last for the full year or may change during the course. Participants can choose to work alone as long as they share their information with other course participants.

All of our personalized action research projects are designed to be both job-embedded and collaborative, yet we do allow staff to work alone if they have a unique classroom or job description need. All projects have proposals that must be used to design, reflect on, and share results with an Administrative Support Person and colleagues.

Proposals have been designed for PLC: Action Research, PLC: Peer Coaching and PLC: Personalized Projects.

Three-Year Plan

During the 2015-2016 school year, we will begin this new process for the district. We will hire our two staff development coordinators, who will work on structure via MLP; Training of teachers and administrators in courses, collecting and analyzing professional development needs assessment and putting together course offering during year 1. This along with working with our new teachers will comprise the work that needs to be completed to establish this foundation. Additionally, the introduction of professional development committees inclusive of building leadership will help to bring it together and give voice to the needs of each building, while connecting central office goals to that of the schools in a systematic process. We will use a consultant to help establish standards for the structural set up of the program that would support the development of a district-wide Professional Development Program. The scope of this work might include but is not limited to the following activities: facilitating administrative articulations, identifying and analyzing district professional development needs, unpacking and understanding professional development standards and models with key stakeholders, training potential professional development facilitators and leaders in adult learning theory and workshop development, providing coaching to both administrators and teacher leaders, and collaborating on "next steps" in the professional development model.

During year two we will look at introducing the process for additional needs of staff with three or more years of experience. Experienced staff can choose between content specific offerings from our course of studies or participate in a Professional Learning Community focused on action research, peer coaching, or personalized projects that emphasize making sense of the Common Core State Standards and creating Units of Study.

During year three we will provide teachers with a full-implemented process that captures all components of job-embedded professional development stemming from individual buildings, administrative trainings and PLCs, teachers in need of improvement and full coordination through the content specific offerings that will meet during each of our Superintendent's Conference Days. The first session of each offering will follow a pre-planned experience. Each subsequent session will be driven by the needs of the participants. Every offering is designed to include an instructional and application component. During this period, the staff breaks into small professional learning teams and discusses ways to implement the new information into classroom lessons.

Those taking the path of Action Research will select an area of study in their classroom, collect baseline data, and use this data to create an instructional action plan. After the implementation of the plan, participants will reflect upon their experience and repeat the process as needed.

Signing Off Observation Documents/Placement in File	Within three days of the post conference, the evaluator gives the observation to the teacher	Teacher has three days from receiving the observation to sign it (indicating receipt only) and return it to the evaluator for placement in personnel file.	Observation Report Form #4

Informal Observations - For the purpose of informal observations, no collaborative conference is required. The evaluator provides a copy of the Evidence Collection Form # 3 to the teacher with appropriate remarks at the bottom of the form. Informal observation Evidence Collection Form #3 shall not be placed in the teacher's personnel file. Informal observations should not exceed 20 minutes, and can be performed as frequently as deemed necessary by the evaluator.

H. Educational Plan – 8 points

Curriculum: Grimes Elementary School students need intensive reading support; students scored 7.0 % proficient on the state test. Researched by over thirty institutions for more than two decades, Waterford Early Learning Programs (K-2) and iReady (3-6) have been found to increase reading and math achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to meet the needs of English language learners.

McREL has been working alongside Bank Street College and Annenberg for the past two years in the district facilitating Common Core implementation and data driven instruction. McREL's continuous improvement approach draws upon research in the areas of systemic change, leadership, organization change, professional development, professional learning communities, researched-based instructional strategies, assessment, and school improvement. This Innovation Framework Innovation Framework Community-Oriented School Design model is designed to help schools develop the capacity to sustain improvement structures, processes and attitudes and respond to future challenges. McREL employs a systemic approach based on a coherent, articulated theory of change that helps schools understand and manage the complexity of change. This approach is built upon a set of research-based school, teacher, and leadership practices and student characteristics that are correlated with improved student achievement, as found in the research book, *What Matters Most* by Robert Marzano.

The simultaneous development of a school leadership team increases shared leadership for school improvement. In an age of increased accountability for student success, principals learn how to build shared leadership into a dynamic process of mutual influence, responsibility, and accountability for collective goals. As teacher-leaders work with other teachers on grade-level or cross grade- level teams, leadership team members increase the capacity of other individual teachers and the staff as a whole to improve instruction. This increased school and individual teacher capacity are mutually reinforcing and lead to the ultimate goal of improved student achievement.

The instructional component of Success in Sight is based upon McREL's research in the book, *Classroom Instruction that Works* (2012) by Dean, et al. McREL will focus on math and ELA

instruction and job embedded professional development for math and ELA elementary school teachers through the school PLC structure. Attachment C has a list schools where McREL's work has been effective in raising student achievement.

To improve student achievement, a highly effective, cooperative learning approach to teaching and learning in ELA will be used that strongly exemplifies the Six Pedagogical Shifts demanded by the Common Core State Standards.

Shift 1: Balancing Informational and Literary Text. While the foundational texts within the ELA classroom remain primarily literary texts (fiction and poetry), the curriculum identifies informational text types correlated with these literary texts, to be used in building background and for enrichment, extension, and research activities. In addition, the curriculum includes longer non-fiction (informational) works at a variety of reading levels, so that every ELA class has the opportunity to concentrate fully on a significant informational work during the academic year.

Shift 2: Knowledge in the Disciplines. Professional development for teachers in all content areas to help improve students' literacy skills as applied to content-area texts, including training in literacy strategies, a simulation of the infusion of literacy strategies into content-area instruction, and subject-specific breakouts.

Shift 3: Staircase of Complexity. Students will read the central, grade-appropriate text around which instruction is centered. Student Team Literature Discussion Guides provide the resources necessary to help teachers create time, space, and support for close reading. Writer's Craft Boxes, and Listening Comprehension activities, in particular, prepare students to navigate texts that present increasingly complex literary structures and devices.

Shift 4: Text-based Answers. Students are organized into cooperative learning teams in which they engage in evidence-based conversations about the text following the Discussion Questions provided in the Student Team Literature Student Discussion Guides. Teachers follow up by leading whole-class Guided Discussions on the texts, using both selected questions from the team discussions and additional suggestions provided in Teacher's Guides.

Shift 5: Writing from Sources. After engaging in team and class discussions about the text, students write individual brief constructed responses to Discussion Questions, providing evidence from the text to support their answers. In addition, Literature-Related Writing activities following each instructional sub-unit provide opportunities for students to develop written arguments as well as literature-related narratives in a variety of literary forms (letters, essays, editorials, personal narratives, etc.)

Shift 6: Academic Vocabulary. Student Team Literature Discussion Guides identify vocabulary words found in the text that may be unfamiliar to students, and among these, highlight "starred" vocabulary words—high frequency words that students are most likely to encounter in everyday discourse as well as academic reading—and provide teachers a framework to build these into students' active vocabulary through interactive learning and the elaboration of meaningful sentences. Students' mastery of these starred vocabulary words is assessed weekly.

Instruction: A multi-tiered approach to building instructional capacity makes it possible for all students to engage in a standards-based curriculum that is coherent, focused, and challenging. Professional development in math, ELA, and student support services, combined with follow-up curriculum coaching and implementation support from both coaching partners, McREL International and REACH, LLC. The Innovation Framework leadership teams and the onsite math and ELA coaches will enable teachers to develop instructional approaches that focus on

teaching for understanding, peer-assisted learning, providing students with background knowledge, developing meta-cognitive strategies, and engaging students with questions that provoke higher-order thinking.

There will be an emphasis on cooperative learning in heterogeneous teams of two to four students builds on young adolescents' social nature and maximizes student interest and learning potential. To help students learn to work cooperatively, McREL International will provide professional development in explicitly teaching cooperative social skills, such as active listening, staying on task, clarifying ideas, and negotiating. Instruction is reinforced by teacher and student modeling and role-playing as well as teacher monitoring during partner, team, and class activities. The program also offers "All Hands on Deck" professional development for teachers in content areas to help improve students' literacy skills and prepare them for challenging subject-specific texts.

McREL International and REACH, LLC use strategies that engage students with diverse backgrounds, learning styles, and interests. Reading selections in language arts and social studies curricula feature authors, themes, and historic figures and movements reflecting a variety of backgrounds. In reading these texts, students build their awareness of their ethnic and cultural identity as well as their knowledge of cultures and viewpoints that differ from their own. This strategy is crucial in engaging student motivation to close persistent achievement gaps.

The alignment of the instructional program with the CCLS Six Instructional Shifts for ELA is described in detail above. McREL will support the specific professional development in math instructional practices will be used with the adapted math curricula. The methodology and structure behind McREL mathematics facilitation and acceleration strongly exemplify the Six Pedagogical Shifts demanded by the Common Core State Standards:

Shift 1: Focus. McREL Math Instructional Facilitators work closely with local instructional coaches, individual teachers, and math departments to adjust the pacing and implementation of foundational mathematical skills and concepts to better ensure that students are prepared for the sequence of courses in 6th through 8th grades. By implementing McREL strategies for students who are performing more than two years below grade level, schools help these students grasp the foundational concepts and skills needed for success in math and ELA.

Shift 2: Coherence. Schools implementing the McREL mathematics practices will enjoy the benefits of facilitators and coaches supporting dialogues and discussions around pacing and spiraling topics to ensure that students have deep conceptual understanding of core mathematics.

Shift 3: Fluency. The Innovation Framework leadership teams will focus on extending the learning time through longer class periods, as well as extra practice in REACH, LLC labs for those students with the greatest struggles, provides opportunities for students to spend more time developing procedural knowledge and to develop speed and accuracy in arithmetic operations.

Shift 4: Deep Understanding. McREL helps teachers shift from teacher-centered classrooms to student- and learning-centered activities and classrooms. As McREL math facilitators and coaches plan, implement, and debrief with teachers, they communicate a focus on the best approaches to help students understand, apply, and see mathematics.

Shift 5: Applications. Teachers supported by McREL benefit from facilitators and coaches that can help teachers back-map from goals and assessments to activities rich in application, helping not only students, but teachers, have a better understanding of how to link mathematical knowledge and concepts to real-world situations in a variety of fields. As facilitators and coaches

help teachers analyze student work, they learn to continually adjust instruction and activities to enrich students' experiences.

Shift 6: Dual Intensity. Students and teachers in schools implementing the McREL model benefit from extended learning time and the extra-help REACH, LLC lab to increase the opportunities and likelihood that students will develop both conceptual understanding and procedural fluency. Students who may be several years behind academically and who have difficulty completing assignments at home have the needed support in McREL schools to increase time dedicated to practicing and understanding mathematics.

Waterford Early Learning Program for Grades K-2 - (Reading, Math. And Science)

Rationale: Based on Decades of Research –

Waterford Early Learning is the combination of two powerful programs developed by the nonprofit Waterford Research Institute: *Waterford Early Reading Program* and the *Waterford Early Math and Science* : **Complete, Research-based Instruction** - Based on nearly two decades of research, these programs provide a complete continuum of instruction tailored to each student's individual learning needs. **Child Friendly** - Waterford is designed specifically for the early grades, Pre-k through second grade, with easy navigation, scaffolded instruction, audio, and multimedia prompts to ensure success.

Made by Teachers for Teachers - As educators themselves, the developers of *Waterford Early Learning* recognize that teachers are already overburdened. With this in mind, the developers ensured that the program requires only three
minutes to get started each day. Easy-to-read reports are also available on demand.
Unlike any other program, Waterford provides a rich multimedia environment with songs, stories, biographies, artwork and games from around the world. Waterford
provides more than 450 hours of instruction through 15,000 activities within 2,500 lessons.

Principles of Effective Reading Instruction - The following principles are the foundation for instruction in *Waterford Early Reading Program*™.

Consistent, high-quality reading education should be provided to all students.

Reading instruction should be based on research, national and state standards, and best teaching practices; Emergent readers need to understand how print works; Rapidly recognizing individual letters is a critical determinant of reading proficiency; Phonological awareness plays a critical role in learning to read; Beginning readers need to understand the relationships between written letters and spoken sounds or the alphabetic principle Beginning readers need practice reading and listening to a variety of texts; Beginning readers need to develop automatic word recognition skills so they can pay attention to meaning; Readers should practice spelling and writing new words; Readers need practice reading orally with expression and with automaticity; Readers can develop comprehension strategies that help them better understand what they read; and Readers should practice writing connected text to express ideas and to learn basic grammar and usage skills that improve their writing.

Expert Consultants	Major Research Sources
Marilyn J. Adams Isabel L. Beck Philip Gough Bill Honig Richard K. Olson William H. Teale Joseph Torgesen Grover J. (Russell) Whitehurst Barbara Wise	Adams, M. J. (1990). *Beginning to read: thinking and learning about print.* Cambridge, MA: MIT Press. Neuman, S. B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: developmentally appropriate practices for young children.* Washington, DC: National Association for the Education of Young Children. Burns, M. S., Griffin, P., & Snow, C. E. (1999). Starting out right: a guide to promoting children's reading success. Washington, DC: National Academy Press. Committee on the Prevention of Reading Difficult Young Children, Snow, C. E., Burns, M. S., & Griffin, P. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press. Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2001). *Put reading first: the research building blocks for teaching children to read: kindergarten through grade 3.* Washington, DC: National Institute for Literacy, National Institute of Child Health and Human Development, U.S. Dept. of Education. National Reading Panel (U.S.). (2000). *Teaching children to read.* Washington, DC: National Institute of Child Health and Human Development, National Institutes of Health.

Principles of Effective Early Math Education (K-2)

The following principles are the foundation for instruction in *Waterford Early Math and Science*™.

Consistent, high-quality math education should be provided to all students. Math instruction should be based on research, national and state standards, and best teaching practices; Math learning needs to build on students' understandings, abilities, and experiences with the physical world; Problem solving, reasoning, flexibly representing concepts, formulating proofs, communicating, and making connections should be encouraged; Mathematics processes need to be modeled for, directly taught to, and used by early learners; Math learners need to develop solid understanding of concepts before using written symbols; Hands-on investigation is an integral part of early math education; Students need to develop an understanding of the relationship between math and their everyday lives; Familiarity with key vocabulary in context enhances students' understanding of number, operations, algebra, geometry, measurement, data analysis, and probability; and appropriate use of technology and of tools aids students as they learn math concepts and processes.

Principles of Effective Early Science Education (K-2)

The following principles are the foundation for instruction in *Waterford Early Math and Science*™.

Consistent, high-quality science education should be provided to all students. Science instruction should be based on research, national and state standards, and best teaching practices; Science learning needs to build on students' existing understandings, abilities, and experiences with the physical world; Observing, asking questions, forming hypotheses, designing experiments, collecting data, analyzing results, communicating findings, and refining explanations and understandings through further research should be encouraged; Science inquiry processes need to be modeled for, directly taught to, and used by early science learners. Hands-on investigations are an integral part of early science education; Students need to develop an

understanding of the relationship between science and their everyday lives; Familiarity with key vocabulary in context enhances students' understanding of physical science, life science, earth and space science, science and technology, science in personal and social perspectives, and the history and nature of science; and appropriate use of technology and of tools aids students as they learn science concepts and processes.

Expert Consultants	Major Research Sources
James Barufaldi Douglas Clements David C. Geary Patricia Kerr Stephanie Sheffield Robert Siegler	Project 2061 (American Association for the Advancement of Science). (1993). *Benchmarks for Science literacy.* New York: Oxford University Press. Baroody, A. J. (1987). *Children's mathematical thinking: a developmental framework for preschool, primary, and special education teachers.* New York: Teachers College, Columbia University. Charlesworth, R., & Lind, K. (1990). *Math and science for young children.* Albany, NY: Delmar Publishers. Geary, D. C. (1994). *Children's mathematical development: research and practical applications.* Washington, DC: American Psychological Association. Hogben, L. T. (1993). *Mathematics for the million.* New York: W.W. Norton. Holt, B.-G. (1989). *Science with young children.* Washington, DC: National Association for the Educatio of Young Children. Ma, L. (1999). *Knowing and teaching elementary mathematics teachers' understanding of fundamental mathematics in China and the United States.* Mahwah, NJ: Lawrence Erlbaum Associates. National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics.* Reston, VA: National Council of Teachers of Mathematics. National Research Council (U.S.). (1996). *National Science Education Standards: observe, interact, lear* Washington, DC: National Academy Press.

<u>iReady Program for Grades 3-6 (Math. And ELA)</u>

Rationale: i-Ready provides data-driven insights and support for successful implementation of the new standards; i-Ready's adaptive Diagnostic pinpoints students' needs down to the sub-skill; i-Ready is proven to predict student performance on state assessments. Built for the Common Core, i-Ready combines a valid and reliable growth measure and individualized instruction in a single online product that saves teachers time at a fraction of the cost of similar products. A single K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Teacher-Led instruction provides rigorous, on-grade-level instruction and practice with i*Ready* and additional downloadable lessons to help meet individual student or small group needs. Student instruction and practice provides personalized student instruction targeted to students' unique areas of needs and mobile apps to boost achievement. Easy-to-use reporting and ongoing progress monitoring provide educators with real-time insights for each student at the class, school, and district level.

iREADY – RESEARCH AND CASE STUDIES:

Independent third party data analysis provided by:
Educational Research Institute of America, www.eriaonline.com • email: info@eriaonline.com
An affiliate of Beck Evaluation & Testing Associates, Inc.

i-Ready Works for All Students Case Study:
PS 1 Courtlandt School, Bronx, NY "i-Ready provides the extra tools to meet the needs of all students."
School Profile • Title I school • 698 Pre-K–5 students • 45 teachers • 60 support personnel and administrators • 98% eligible for free/reduced lunch • 20% English language learners i-Ready Implementation • Average 14 weeks between test 1 and test 2 • 340 students in grades 2–5 Quick Success Facts • 143% increase in students on or above grade level in math • 118% increase in students on or above grade level in reading.

Differentiation, Engagement, and Common Core in One Digital Solution Case Study:
PS 49 Willis Avenue, Bronx, NY "The fact that i-Ready is interesting to students and differentiated are two huge keys for any student population."
School Profile • Title I school • 687 PreK–5 students • 70 teachers, support personnel, and administrators • 98% eligible for free/reduced lunch • 23% English language learners i-Ready Implementation • Average 14 weeks between test 1 and test 2 • 60 students in grades 2 and 4 • Used to boost reading achievement Quick Success Facts • 275% increase in students on or above grade level in reading • 25 scale score point increase.

Online Assessment and Instruction Together Leads to Improved SOL Pass Rate Case Study: Farmington Elementary School, Culpeper, VA

School Profile • Title I school • 495 K–5 students • 26 teachers • 15 support personnel and administrators • 52% eligible for free/reduced lunch i-Ready Implementation • 30–45 mins per day, 4–5 days per week • Less than 18 weeks • 370 students • Tier 2 4th and 5th grade students who had failed prior year's reading SOLs • K–3 students in need of foundational reading skill building • K–1 students for math skill building Quick Success Facts • 75%–88% pass rate for Tier 2 students after none passed last year • 72% increase in students at or above grade level in reading • 260% increase in students at or above grade level in math.

High Achievement Propelled Higher, Continuing a Tradition of Excellence Case Study:
Springfield Elementary School, New Middletown, OH

After using i-Ready, Springfield Elementary saw improved performance. For mathematics, there were increases at every grade level from test 1 to test 2. The percentage of students scoring at or above grade level more than doubled for most grades. In reading, the increase in average test scores from test 1 to test 2 was also statistically significant. In fact, after 6 months the national percentile rank for grade 4 students increased by 20%.

School Profile • Title I Targeted Assisted building • High-performing • 410 K–4 students • 16 teachers • 9 support personnel and administrators • 29% eligible for free/reduced lunch • 14% special education i-Ready Implementation • 6 months • 399 students in grades K–4 Quick Success Facts • 20% increase in reading national percentile rank in reading • 40 scale score point increase in math • 37 scale score point increase in reading.

Use of Time: The daily schedule for Grimes ES is as follows:

Time	K	1	2	3	4	5	6
8:30-9:30	RTI / PLC (Tuesday's)	RTI / PLC (Tuesday's)	RTI / PLC (Tuesday's)	RTI / PLC (Wednesday's)	RTI / PLC (Wednesday's)	RTI / PLC (Thursday's)	RTI / PLC (Thursday's)
9:35-10:10	ELA	ELA	**Prep**	ELA	ELA	ELA	ELA
10:10-10:45	ELA	**Prep**	ELA	ELA	ELA	ELA	ELA
10:45-11:20	ELA/Social Studies/ Science	ELA	ELA	ELA	Science/ Social Studies	ELA	Prep
11:20-11:55	**Lunch 11:30 – 12:30**	ELA/Math	ELA	**Lunch 11:30 – 12:30**	**Prep**	**Lunch 11:30 – 12:30**	**Lunch 11:30 – 12:30**
11:55-12:30	**Lunch 11:30 – 12:30**	Math	S.S./ Science	**Lunch 11:30 – 12:30**	Introduction Math	**Lunch 11:30 – 12:30**	**Lunch 11:30 – 12:30**
12:30-1:05	Introduction to Math	**Lunch 12:40 – 1:40**	**Lunch 12:40 – 1:40**	Math	**Lunch 12:40 – 1:40**	Math 12:40-1:40	MATH
1:05-1:40	**Prep**	**Lunch 12:40 – 1:40**	**Lunch 12:40 – 1:40**	Math	**Lunch 12:40 – 1:40**	Math/ Groups/RTI	MATH
1:40-2:15	Math	Math	MATH	**Prep**	Math	**Science/ Social Studies**	**Science/ Social Studies**
2:15-2:50	Math/Small Groups/RTI	Social Studies/Science ** these times change***	MATH	**Science/ Social Studies**	Math/ Groups/RTI	**Prep**	**Science/ Social Studies**
3:00-5:00	Extended Learning ELA/Math Sports/Art Science	Extended Learning ELA/Math Sports/Art Science	Extended Learning ELA/Math Sports/Art Science	Extended Learning ELA/Math Sports/Art Science	Extended Learning ELA/Math Sports/Art Science	Extended Learning ELA/Math Sports/Art Science	Extended Learning ELA/Math Sports/Art Science

There are 180 days in the school year. Continuously throughout the year content area learning will be increased through the use of overlapping curriculum elements across subject areas.

Extended learning time will take place, after school, three times a week for two hours each session for 30 weeks each year for all grades, K-6 for a total of 180 hours for each grade level.

Grimes ES will continue the practice of consecutive ELA and Math periods. Students receive core and supplemental instruction through a mix of whole group and small group settings. Intervention services are, whenever possible, provided at times that would supplement rather than supplant core instruction. Maximizing actual time on task will be a specific area of focus to address time lost through transitions and classroom disruptions. In addition, before and after school program and support times will be made more accessible to students to advance their academic learning and increase engagement.

Data-Driven Instruction and Inquiry

McREL has been working alongside Bank Street College and Annenberg for the past two years in the district facilitating Common Core implementation and data driven instruction. McREL's continuous improvement approach draws upon research in the areas of systemic change, leadership, organization change, professional development, professional learning communities, researched-based instructional strategies, assessment, and school improvement.

This Innovation Framework Community-Oriented School Design model is designed to help schools develop the capacity to sustain improvement structures, processes and attitudes and respond to future challenges. This is a systemic approach based on a coherent, comprehensiveness, collaboration, commitment and articulated theory of change that helps schools understand and manage the complexity of change.

This approach is built upon a set of research-based school, teacher, and leadership practices and student characteristics that are correlated with improved student achievement, as found in the research book, *What Matters Most* by Robert Marzano.

Grimes ES will utilize iReady, BOCES data warehouse and classroom teacher assessment data to regularly monitor student progress. The Mount Vernon City School district will provide teacher training in accessing and analyzing the available data. Students will receive progress monitoring assessments on a quarterly basis. Student progress monitoring reports will be sent home coupled with student-led conferences to ensure understanding of the opportunities for interventions available to each student.

Student data will be reviewed monthly in Professional Learning Community (PLC) teams as a part of Response to Intervention (RTI) for each student. The Innovation Framework leadership teams will review identified student indicators of success on a monthly basis as a method of monitoring progress and making the needed adjustments to programming to ensure the highest levels of student success.

Student Support - Grimes ES staff believe in a multi-tiered approach to student support. The following supports are provided for all students.

- ANDRUS partnership for social emotional and trauma theory support
- Rockland Psychiatric clinic onsite
- Special education teachers each have a period daily for resource
- Two ESL teachers
- Integrated co-teaching model
- Added a full time elementary school counselor
- Active Student Support Team
- Tutoring built-in to before, during and after school
- Bringing in the Positive Behavior and Interventions Support (PBIS) program
- Multiple after school clubs, tutoring, STEM, culture and athletics.

School Climate and Discipline

Discipline Code 2015-2016 - Grimes ES Discipline Code encourages staff and students to address individual problems at the classroom teaching team level; with increasingly more serious cases (Level Two and Level Three violations) being resolved by the school counselor and administrators. An effective discipline plan fosters shared responsibilities on the part of students, staff and parents.

Level One: Classroom Disciplinary Situations
In general, these concerns will be handled within the classroom.

- Tardiness
- Failure to follow classroom rules and procedures.
- Inappropriate behavior in the classroom.
- Habitual failure to bring textbook or other learning materials.
- Failure to complete class work or homework assignments.
- Minor disagreements between students.

Consequences: Teacher documents the problem and may:

- Contact a parent/guardian.
- Assign after-school detention (In the teacher's classroom).
- Hold individual conference with student.
- Consult with other team members and/or counselor.

Level Two: Counseling Disciplinary Situations

- Student may be referred to a counselor for discipline in the event of:
- Continued Level One violation after the teacher has made previous home contact.
- Defiance (fully explained on referral form & indicating intervention strategies).
- Unacceptable classroom, hallway, assembly or lunch court behavior (Including spitting and inappropriate physical contact).
- First - time bus referrals.
- Dress code violations.

Consequences: Counselor will meet with the student and may:

- Meet with the teacher.
- Contact parent by phone and/or schedule a parent conference.
- Assign after-school office detention.
- Develop a student contract to be signed by student, parent, teachers and counselor.

Level Three: Assistant Principal Disciplinary Situations

Students will be referred IMMEDIATELY to the Assistant Principal's Office for discipline for:

- Chronic Level One or Two behavior - Theft
- Truancy - Fighting
- Graffiti - Possession of alcohol and/or tobacco
- Weapons or other dangerous objects - Vandalism
- Trespassing on school grounds - Illegal substances or paraphernalia
- Threats or harassment - Inappropriate touching
- Consequences: Assistant Principal will meet with the student and may assign:
- Detention During lunch or after school.
- In-School Suspension (ISS) Students are allowed to work on class assignments but privileges are restricted.
- Students shall be assigned no more than two ISS.
- Formal Suspension The student remains home during school hours under direct supervision of the parent and may not come to school for as few as one or as many as five days. The parent/guardian may be required to attend a meeting with school officials on or before the last day of a formal suspension. Documentation is recorded in the student's file.
- Alternative School Placement Option will be reviewed after 3 formal suspensions.
- Zero Tolerance Program Automatically prescribes certain steps.

Reporting Problems - If you have a specific problem, bring your concern to an administrator, a teacher, a counselor, a teacher assistant, the office personnel, a lunch supervisor, or a custodian. Depending on your problem you should see one of the following people:

Situation	Person to see
Bicycle problem	Assistant Principal
Bus problem	Assistant Principal
Clearing library fines/charges	Library Assistant
Illness/medical PE excuse	Nurse
Leaving school early	Attendance
Locker problems	Main Office
Lost book	Librarian Assistant
Lost clothing/personal item	Main Office
Lunch card	Attendance Teacher
Change of address/phone	Attendance Teacher/GC
Problem with another student	Youth Development Specialist
Homework assignments during illness	Teacher/Guidance Counselor
New student I.D	Attendance Teacher

The MVCSD has hired a full time school counselor and social worker to support positive behavior

Parent and Community Engagement - Grimes Elementary School will join the National Network for Partnership Schools (NNPS) with Johns Hopkins University beginning with training in September 2015. Facilitators will work closely with the school social worker, Parent Resource Center, and PTA to enhance family outreach.

NNPS is designed to assist schools with organizing research-based and goal-oriented programs of school, family, and community partnerships. NNPS also guides district and school leaders in creating a welcoming climate of partnership and to implement involvement activities linked to school goals for student success. Community representatives and stakeholders will be invited to participate in quarterly report card conferences and achievement celebrations with Grimes ES students.

An established Action Team for Partnership (ATP) – a committee of educators, parents, and community partners who work together to engage all families and the community in productive ways. Action Team for Partnership (ATP) will tailor partnership plans and activities to meet learning goals for students and to meet the needs and interests of its students, parents, and teachers. Grimes ES will then evaluate its efforts and continually improve the quality of its partnership program.

The NNPS School Model includes four essential elements: Action Team for Partnerships; Framework of Six Types of Involvement; One-Year Action Plan for Partnerships; and Program Evaluation.

I. Training, Support, and Professional Development – 6 Points

Process by which the staff was involved in the development of this plan

The new principal at Grimes ES will use an in-depth survey with his teaching staff to determine the type of services needed to increase student achievement, teacher efficacy through job embedded professional development, and site-based shared leadership and accountability. The principal and several members of his staff (the preliminary Innovation Framework leadership team) researched the "track records" of providers who facilitate job-embedded professional development in math and reading. The Principal, along with school staff, district staff, PTA president and the district Superintendent approved the selection of Waterford Early Reading Program, SuccessMaker and iLIT for reading, REACH, LLC extended time for reading/math intervention and enrichment, and McREL International as the educational partner for school improvement in site-based decision making, data driven instruction, and embedded professional development in research-based classroom practices for math and ELA and REACH, LLC for school leadership skills development

Implementation Period Year One

Partner	Outcome	Method
McREL	Data Driven Instruction in math and ELA Increased math and ELA achievement	Staff Evaluation Surveys Review interim math and ELA assessment data
REACH, LLC	Leadership Development	Leadership responsibilities in practice
Waterford Early Reading Program, and iREADY	Data Driven Instruction in reading Increased student achievement in reading and math Increased parent engagement	Staff evaluation surveys Review of quarterly reading and math assessments

Year One Planned Events	Rationale
McREL will hold a two-day session with all of the Grimes ES staff in the summer of 2015 to review the year one plan. The change process and accepting and managing transitions • Overview of the next three years' work: expectations, timelines, content of PD and outcomes. • Lesson design using McREL's Common Core booklets • Learning objectives using McREL research in *Classroom Instruction that Works (2012)* • Common Core Shifts McREL will focus on math instruction, Professional Learning Communities (PLCs) and data driven instruction. Grimes ES staff will develop knowledge and skills in five outcome areas to improve student achievement in math by: 1. Using a systematic and systemic continuous improvement process	Grimes ES staff will need to review expectations for year one. 5% of Grimes ES S\students score proficient or better on the state assessment. The new Grimes ES Innovation Framework Team will need intense leadership training in data driven instruction, shared leadership responsibilities, communication, and purposeful community. The teachers need intense embedded PD in math practices, strategies,

2. Using research-based practices associated with improving student achievement (e.g., developing and implementing a guaranteed and viable curriculum, using effective instructional strategies) 3. Using data to set and monitor improvement goals for individual students and the school as a whole 4. Developing and maintaining a purposeful community* 5. Sharing leadership for improvement (i.e., principal and teachers who work together to fulfill the leadership responsibilities that research has shown are associated with increases in student achievement) 5-2016 school year will be a time for continuous professional support and embedded professional development. The School Innovation Framework Teams, comprised of one assistant principal, three teachers (grades K, 1 and 2), two teachers (grades 3 and 4), two teachers (grades 5 and 6) and two to three parents in each sub-team and reps from the consulting partners, will meet twice a month to monitor incremental progress toward improving student achievement, specifically in reading (REACH, LLC) and math (McREL/REACH, LLC). The Grimes ES Innovation Framework Leadership Teams will be responsible for leading the changes needed to improve student achievement and make Grimes ES a purposeful community school. A McREL Facilitator will meet monthly with the School Innovation Framework Team to: review short term math initiatives and math data • teach, discuss and monitor leadership responsibilities • teach, discuss and monitor the steps for making Grimes ES a purposeful community • teach and use the McREL data process for data driven instruction A McREL Facilitator will meet monthly with math content PLCs to: • teach strategies • review standards and math practices • monitor math data from math initiatives • set up peer observations and peer coaching • observe math lessons • give feedback and plan next steps • model math lessons • teach formative assessment • assist with designing common assessments • assist with designing lessons A McREL Facilitator will meet monthly with all staff to: • address culturally responsive education • address RtI • address issues about how the three Partners' work is interconnected During Year 1, there will be at least one or more site visits. Each site visit will be a total of three days with the exception of April and May when the on-site support will be abbreviated due to state testing. Following each visit, a site visit summary report will be generated.	instruction, formative assessment, summative assessment, and curriculum alignment. They will also receive training in how to do peer coaching so that their learning can be sustained. Teachers need expert RtI (Response to Intervention) training for differentiating instruction for the needs of all students.
Introductory Workshops - Consulting coaches will conduct and plan a kickoff meeting with the school Leadership teams. This meeting will be at the school site in preparation for the program-introduction workshops that will be conducted for the full staff. Program-introduction workshops involving all staff members will present the schoolwide structures and instructional processes with an emphasis on preparing teachers to use the researched-based instructional tools and	Grimes ES staff will need to review expectations for year one. 7.0% of Grimes ES students scored proficient or better on the state assessment, so there is an intense need for reading support.

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Evaluation of Services - To yield positive results, it is important to have a project champion or manager dedicated to advocating for the desired outcomes and eliminating barriers to success. The community school coordinator will ensure the implementation of the project. This position will assume the responsibility for ensuring everyone involved is on board and behind the ultimate success of the project. This position will be responsible to work with the leadership to:

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locations and at various times; Learning at Home-Involve families with their children on homework and other curriculum related activities and decisions; Decision Making-Include families as participants in school decisions, and develop parent leaders and representatives; and Collaborating with the Community-Coordinate resources and services from the community for families, students and the school and provide services to the community.

K. Project Plan and Timeline (September 1, 2015 to June 30, 2016)

Goals and Key Strategies for the Implementation Period:

The goals and key strategies for the Pre-Implementation Period are:

1. Innovation Framework Community-Oriented School Design model leadership
   - District will work with the principal to identify and establish a school-based Innovation Framework Community-Oriented School Design model Leadership Team.
2. Hiring
   - Other key leadership hires for Grimes ES as necessary
   - Additional instructional staff recruitment as needed
3. School Organization
   - The community school coordinator will work with Innovation Framework Leadership Teams to organize Grimes ES into small learning communities each led by a team of subject area teachers (math, ELA, history and science)
   - The community school coordinator will work with Innovation Framework Community-Oriented School Design model leadership Teams to establish a Master Schedule
   - Development of a School Innovation Framework Plan
4. Awareness
   - Current Grimes ES staff will become familiar with the proposed Innovation Framework Community-Oriented School Design model;
   - Continuing staff will receive initial TDS awareness training
   - Awareness activities with family and community stakeholders
5. Professional Development and Training
   - NNPS team training in May 2016
   - Innovation Framework Community-Oriented School Design model principal and onsite math and ELA coaches receive McREL, and REACH, LLC training and support
   - All instructional staff (continuing and new recruits) receive pre-service Professional Development in instructional practices and school climate/ tiered intervention strategies
6. Data collection and management
   - School utilizes iReady and BOCES data warehouse with SchoolNet dashboard to management and analyze data
   - provides professional development and assistance to leadership team in data collection and management
7. Planning
   - School leadership team (principal, community school coordinator, assistant principal and teacher team leaders) plans school climate and student support policies and activities

locations and at various times; Learning at Home-Involve families with their children on homework and other curriculum related activities and decisions; Decision Making-Include families as participants in school decisions, and develop parent leaders and representatives; and Collaborating with the Community-Coordinate resources and services from the community for families, students and the school and provide services to the community.

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6. Data collection and management
   - School utilizes iReady and BOCES data warehouse with SchoolNet dashboard to management and analyze data
   - provides professional development and assistance to leadership team in data collection and management
7. Planning
   - School leadership team (principal, community school coordinator, assistant principal and teacher team leaders) plans school climate and student support policies and activities

- Instructional staff (content area teams and SLC teacher teams) plan yearly goals and objectives and detailed first quarter planning
- REACH, LLC and McREL instructional materials ordered

Specific, measureable, activities for Pre-Implementation Period:

Key Strategies	Specific Activities	Timeline/Deadline	Person/Organization Responsible
School-based Innovation Framework Team	Members of Innovation Framework Leadership Teams identified and recruited	September 2015	Community School Coordinator
Innovation Framework Leadership Teams meets weekly (minimum)		September 1, 2015 – June 30, 2016	Team members
Community school coordinator meets with Innovation Framework Team every other week		September 1, 2015 – June 30, 2016	Community School Coordinator
Other key leadership hires as necessary		September 1, 2015	School District
Onsite coaches/consultants for math and ELA from McREL		September 1, 2015	School District
Additional instructional staff as needed		September 1, 2015	School District
School Organization	School Innovation Framework Plan developed and submitted to Field Manager and District	September 1, 2015	Site Coordinator and Innovation Framework Leadership Teams
Grimes ES organized into small learning communities each led by a four-teacher team		September 30, 2015	Site Coordinator and Innovation Framework Team
Detailed Master Schedule with extended learning period		September 1, 2015	Site Coordinator and Innovation Framework Team

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
(see instructions for mailing address)

PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/15)

Local Agency Information

Funding Source: TITLE I - SCHOOL IMPROVEMENT GRANT ROUND VI

Report Prepared By: DR. WAVELINE BENNETT-CONROY, ASSISTANT SUPERINTENDENT

Agency Name: MOUNT VERNON CITY SCHOOL DISTRICT

Mailing Address: 165 NORTH COLUMBUS AVENUE
Street

MOUNT VERNON (City) NEW YORK (State) 10553 (Zip Code)

Telephone #: 914 – 358 - 2380 County: WESTCHESTER

E-Mail Address: wbennett@mtvernoncsd.org

Project Operation Dates: 09 / 01 / 2015 (Start) 08 / 31 / 2016 (End)

INSTRUCTIONS

- **Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying.** DO NOT submit this form to the Grants Finance.
- Enter whole dollar amounts only.
- Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
  - Personnel positions, number and type
  - Equipment items having a unit value of $5,000 or more, number and type
  - Minor remodeling
  - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or $1,000, whichever is greater
  - Any increase in the total budget amount.
- Certification on page 8 must be signed by Chief Administrative Officer or properly authorized designee.
- High quality computer generated reproductions of this form may be used.
- For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
SIG Community School Coordinator	1.0	$65,000	$65,000
18 Extended learning time after School ELA, Math, Art and Physical Education Enrichment Program Instructors	6 trs - ELA; 6 trs - math; 3 trs P.E; 3 trs arts and crafts 18 trs x 5.25hrs/wk x 40wks	18 trs x $41.63 x 6hrs x 30 wks	$134,881
Supervisor for Extended Time Activities	1 x 5.25hrs/wk x 40wks	1 x 6hrs/wk x 30wks x $51.56/hr	$9,281
		Subtotal - Code 15	$209,162

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
		Subtotal - Code 16	

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Consultants to design and facilitate staff professional development for ELA, Math, and Teacher/Parent/ Administrative Leadership Teams	McREL International		$150,680
Consultants to design and facilitate staff professional development for Leaderships Skills, Teacher/Parent/ Administrative Leadership Teams	REACH, LLC		$64,000
		Subtotal - Code 40	$214,680

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year include computer software, library books and equipment items under $5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
		Subtotal - Code 45	

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Principal and Assistant Principal	Attend and Participate in the Annual Conference of the National Association of Elementary School Principals (NAESP)	2 x 3days hotel x $300/night = $1,800 RT Air Fare: 2 x $400 = 800 Per Diem Meals 2 x 3meals x 3 days @ $75 = $1,350	$3,950
		Subtotal - Code 46	$3,950

EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Benefit		Proposed Expenditure
Social Security 7.65% x $65,000		$4,973
Retirement	**New York State Teachers 13.26%**	$8,691
	New York State Employees	
	Other	
Health Insurance 15% x $65,000		$9,750
Worker's Compensation 0.69% x $65,000		$ 449
Unemployment Insurance N/A		
Other (Identify) Dental Insurance $1,000/year		$1,000
Per Session (Hourly) FB 21.6% x $144,162		$31,139
	Subtotal – Code 80	$56,002

INDIRECT COST: Code 90

A. Modified Direct Cost Base – Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding $25,000 and any flow through funds)		$ $483,794	(A)
B. Approved Restricted Indirect Cost Rate		2.9 %	(B)
C. (A) x (B) = Total Indirect Cost	Subtotal – Code 90	$ $14,030	(C)

PURCHASED SERVICES WITH BOCES: Code 49

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
		Subtotal – Code 49	

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
	Subtotal – Code 30	

EQUIPMENT: Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of $5,000 or more should be itemized in this category. Equipment items under $5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

For earlier years the threshold for reporting equipment purchases was $1,000 or more. Equipment items under $1,000 should be budgeted under Supplies and Materials.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
		Subtotal – Code 20	

HELPFUL REMINDERS

- Check for the required number of copies to be submitted, including the number of original signature copies. The number of copies may vary from program to program. If unsure, contact the State Education Department office responsible for the program for which you are applying.

- An approved copy of the FS-10 will be returned to the contact person at the address completed on page 1. A window envelope will be used for the return mailing; please make sure that the contact information is accurate, legible, and confined to the address field.

- Be sure to check your math and carry all subtotals forward to the Summary on Page 8. Simple mathematical errors often require Grants Finance to contact both the local agency and other State Education Department offices, resulting in unnecessary delays in program approval. And remember, use whole dollars only.

- School districts and BOCES should use the restricted indirect cost rate that has been approved for the school year in which the grant will operate. Most other agencies are subject to a fixed maximum rate depending on the grant program and type of agency. Contact Grants Finance at (518) 474-4815 if you have any questions regarding indirect costs.

- The modified direct cost used in the calculation of indirect cost must exclude equipment, minor remodeling, the portion of each subcontract exceeding $25,000 and any flow through funds.

- Be sure to complete the Agency Code on Page 8 as well as the Project #, if pre-assigned.

- For Special Legislative projects and Grant Contracts, please enter the Contract #.

- For ease of data entry at the State Education Department, please make sure that Page 8 faces out.

- Submit forms to the State Education Department as follows:

Application, FS-10, FS-10-A – Program Office

FS-25, FS-10-F for **Special Legislative Projects** –
Special Legislative Projects Coordinating Team
New York State Education Department
Room 132 Education Building
Albany, New York 12234

FS-25, FS-10-F for other projects –
Grants Finance
New York State Education Department
Room 510W Education Building
Albany, New York 12234

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	$209,162
Support Staff Salaries	16	-0-
Purchased Services	40	$214,680
Supplies and Materials	45	-0-
Travel Expenses	46	$3,950
Employee Benefits	80	$56,002
Indirect Cost	90	$14,030
BOCES Services	49	-0-
Minor Remodeling	30	-0-
Equipment	20	-0-
Grand Total		$497,824

Agency Code: 6 6 0 9 0 0 0 1 0 0 0 0

Project #: (If pre-assigned)

Contract #:

Federal Employer ID #: (New non-municipal agencies only)

Agency Name: Mount Vernon City School District

FOR DEPARTMENT USE ONLY

Funding Dates: ___/___/___ From ___/___/___ To

Program Approval: _____ Date: _____

Fiscal Year	Amount Budgeted	First Payment

Voucher # _____ First Payment _____

Finance: Log [ ] Approved [ ] MIR [ ]

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

7/22/15
Date

Signature Deputy Superintendent Designee

Dr. Kenneth R. Hamilton, Superintendent of Schools
Name and Title of Chief Administrative Officer

MOUNT VERNON CITY SCHOOL DISTRICT, MT. VERNON – NEW YORK

III. School Improvement Grant Budget

A. Budget Forms – 10 points (See Attached) B. Budget Narratives – 10 points

A **Community School Coordinator** is requested, as required by federal guidelines to coordinate SIG program activities, including outreach to parents, other community members, teachers, school administration, other relevant school and district staff, scheduling of program activities, and maintaining program records. $65,000 is requested for this 1.0 FTE position.

Eighteen extended learning teachers are requested to provide after school instructional activities that include enrichment and reinforcement activities: ELA, math, PE (sports) and arts and crafts (integrated with ELA and math) at 18 teachers x 6hrs/wk x 30 wks x $41.63/hr = $134,881.

A **supervisor** is also requested to supervise and administer the extended learning program at: 6hrs/wk x 30wks x $51.56 = $9,281.

McREL International consultants are to provide building the expertise, coaching capability, and capacity of principal and assistant principal to be instructional leaders who positively impact student learning through their support of CITW2 implementation and research-based literacy and math strategies. They plan to increase student achievement and eliminate achievement gaps by increasing administrative and teaching capacity to strengthen instruction, to improve teacher use of formative and summative assessment data to change instruction, to deepen implementation of the Engage New York ELA and Math modules and to support RtI at $150,680.

REACH, LLC consultants will provide the development of leadership skills through school and teacher leader coaching and focused school walks at $64,000.

Grimes ES principal and assistant principal will attend and participate in the annual conference sponsored by the National Association of Elementary School Principals (NAESP) to network and to further their professional development. $3,950 is requested for this budget item.

Employee benefits as required by Labor Union/MVCSD contracts amount to $56,002.

As per NYS agreement, the indirect cost is 2.9% of the total modified direct cost of $483,794 = $14,030.

Other Funding Sources:

For the year 2015-2016 the enrollment at Grimes ES is 407 students.

From the District's General Fund $ 11,076 per student will be allocated to Grimes ES;

Funds from Title I: $290 per student will be allocated to Grimes ES;

and from School Improvement funds, $148 per student will be allocated to Grimes ES for a total of $11,514 per student for Grimes ES in the Mt. Vernon City School District, Mt. Vernon, NY

M/WBE COVER LETTER **Minority & Woman-Owned Business Enterprise Requirements**

NAME OF GRANT PROGRAM TA-11e 1003(g) School Improvement Grant

NAME OF APPLICANT Mount Vernon City School District

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this
project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

- ☐ Full Participation – No Request for Waiver (PREFERRED)
- ☐ Partial Participation – Partial Request for Waiver
- ☑ No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.
Typed or Printed Name of Authorized Representative of the Firm Ken Silver
Typed or Printed Title/Position of Authorized Representative of the Firm Asst Supt.
Signature/Date X 7/22/15

M/WBE 105A

REQUEST FOR WAIVER FORM

BIDDER/APPLICANT NAME: Mt. Vernon City School District

ADDRESS: 165 North Columbus Ave

CITY, STATE, ZIPCODE: Mount Vernon, NY 10553

TELEPHONE: (914) 665-5199

EMAIL: ksilver@mtvernoncsd.org

FEDERAL ID NO.: 136007140

RFP#/PROJECT NO.: TA-14 1003(g) School Improvement Grant (SIG)

INSTRUCTIONS: By submitting this form and the required information, the bidder/applicant certifies that Good Faith Efforts have been taken to promote M/WBE participation pursuant to the M/WBE goals set forth under this RFP/Contract. Please see Page 2 for additional requirements and document submission instructions.

BIDDER/APPLICANT IS REQUESTING (check all that apply):	
☑ **MBE Waiver** - A waiver of the MBE goal for this procurement is requested. ☑ **Total** ☐ **Partial** _____%	☑ **WBE Waiver** - A waiver of the WBE goal for this procurement is requested. ☑ **Total** ☐ **Partial** _____%
☐ **Waiver Pending ESD Certification** (check here if subcontractor or supplier is not certified M/WBE, but an application for certification has been filed with Empire State Development)	
Subcontractor/Supplier Name: _____	Date of application filing: _____

PREPARED BY (*Signature*): _____ DATE: 7/21/15

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-A, 5 NYCRR PART 143, AND THE ABOVE REFERENCED SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL DISQUALIFICATION.

NAME OF PREPARER:	**FOR AUTHORIZED USE ONLY**
TITLE OF PREPARER: Ken Silver, Asst. Supt For Business TELEPHONE: (914) 665-5199 EMAIL: ksilver@mtvernoncsd.org	REVIEWED BY: _____ DATE: _____ **WAIVER GRANTED** ☐ **YES** ☐ **NO** ☐ TOTAL WAIVER ☐ PARTIAL WAIVER ☐ ESD CERTIFICATION WAIVER ☐ NOTICE OF DEFICIENCY ☐ CONDITIONAL WAIVER COMMENTS:

M/WBE 101

M/WBE Documents

M/WBE Goal Calculation Worksheet

(This form should reflect Multi-Year Budget Summary Totals)

RFP # and Title: TA-116, 1003(a) School Improvement Grant (SIG)

Applicant Name: Mount Vernon City School District

The M/WBE participation for this grant is 20% of each applicant's total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) and fringe benefits, as well as rent, lease, utilities, and indirect costs, if these are allowable expenditures.

Please complete the following table to determine the dollar amount of the M/WBE goal for this grant application.

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1.	Total Budget		
2.	Professional Salaries		
3.	Support Staff Salaries		
4.	Fringe Benefits		
5.	Indirect Costs		
6.	Rent/Lease/Utilities*		
7.	Sum of lines 2, 3 ,4 ,5, and 6		
8.	Line 1 minus Line 7		
9.	M/WBE Goal percentage (20%)		0.20
10.	Line 8 multiplied by Line 9 =MWBE goal amount		

*If not included in #5

Mount Vernon City School District

165 North Columbus Avenue • Mount Vernon, New York 10553 • Tel 914 665-5199 • 914-665-5215 • Fax 914 665-7548
e-mail: ksilver@mtvernoncsd.org

Kenneth R. Hamilton, Ed.D.
Superintendent of Schools

Ken Silver
Assistant Superintendent for Business

May 21, 2015

New York State Education Department
Attn: Program Development Grant
Grants Management
89 Washington Avenue
Room 464 EBA
Albany, NY 12234

Dear Sir or Madam:

The Mount Vernon City School District seeks a total waiver of M/WBE requirements based upon Mount Vernon City School District Board of Education PURCHASING policy number 5410. (See attached)

Paragraph 2, "It is the goal of the Board of Education to purchase competitively, without prejudice or favoritism, and to seek the maximum value for every dollar expended. Competitive bids or quotations shall be solicited in connection with purchases pursuant to law. "

Paragraph 3, "Goods and services which are not required by law to be procured by the District through competitive bidding will be procured in a manner so as to ensure the prudent and economical use of public monies, in the best interests of the taxpayers, to facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances, and to guard against favoritism, improvidence, extravagance, fraud and corruption."

Paragraph 4, "Opportunities shall be provided to all responsible suppliers to do business with the School District." Paragraph 5, "Whenever it is feasible ad in the best interests of the District, purchases of materials, supplies or equipment (except printed materials), shall be made through New York State and County Government Contracts."

Respectfully,

Ken Silver
Assistant Superintendent for Business

Book	Board of Education Policies
Section	5000 Non-Instructional/Business Operations
Title	PURCHASING
Number	5410
Status	Active
Legal	
Adopted	July 12, 2006
Last Revised	November 6, 2013

The Board of Education views purchasing as serving the educational program by providing necessary supplies, equipment and related services. Purchasing will be centralized in the Business office under the general supervision of the Purchasing Agent designated by the Board of Education. No one, except the Purchasing Agent, is authorized to commit the District to an expenditure of public funds for goods and/or services.

It is the goal of the Board of Education to purchase competitively, without prejudice or favoritism, and to seek the maximum value for every dollar expended. Competitive bids or quotations shall be solicited in connection with purchases pursuant to law.

Goods and services which are not required by law to be procured by the District through competitive bidding will be procured in a manner so as to ensure the prudent and economical use of public monies, in the best interests of the taxpayers, to facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances, and to guard against favoritism, improvidence, extravagance, fraud and corruption.

The District purchasing activity will strive to meet the following objectives:

1. to effectively supply all administrative units in the school system with needed materials, supplies, and contracted services;
2. to obtain materials, supplies and contracted services at the lowest prices possible consistent with the quality and standards needed as determined by the Purchasing Agent in cooperation with the requisitioning authority;
3. to promote efficiency by standardizing, to the extent allowed by law, the purchase of particular types or kinds of equipment, materials or supplies;
4. to ensure that all purchases fall within the framework of budgetary limitations and that they are consistent with the educational goals and programs of the District;
5. to maintain an appropriate and comprehensive accounting and reporting system to record and document all purchasing transactions; and

6. to ensure, through the use of proper internal controls, that loss and/or diversion of District property is prevented.

Opportunities shall be provided to all responsible suppliers to do business with the School District. Suppliers whose place of business is situated within the District may be given preferential consideration only when bids or quotations on an item or service are identical as to price, quality and other factors. Purchases will be made through cooperative BOCES bids, state contracts of the Office of General Services or county contracts whenever such purchases are in the best interests of the District, and made available to the District. In addition, the District may make purchases from correctional institutions and severely disabled persons through charitable or non-profit-making agencies, as provided by law.

Whenever it is feasible and in the best interests of the District, purchases of materials, supplies or equipment (except printed material), shall be made through New York State and County Government contracts. The District, may, when permitted by law and applicable contract terms, utilize contracts let by the United States of America, any agency thereof, any state or any other county or political subdivision or district therein if such contract was let in a manner that constitutes competitive bidding consistent with New York State law and made available for use by the District. The District will adhere to the requirements of the State Finance Law in the purchase of any suitable products or services (as determined by the Commissioner of General Services) which are manufactured, assembled, produced or provided by the blind or other severely disabled persons from approved, qualified charitable or nonprofit-making agencies. The District must purchase any suitable products which are manufactured or prepared by prisoners in the state correctional institutions and penitentiaries, pursuant to Correction Law §184. The Purchasing Agent will keep a file on all current state contracts.

The District will provide justification and documentation of any contract awarded to an offeror other than the lowest responsible dollar offeror, setting forth the reasons why such award is in the best interests of the District and otherwise furthers the purposes of section 104-b of the General Municipal Law.

The Superintendent of Schools, with the assistance of the Purchasing Agent, shall be responsible for the establishment and implementation of the procedures and standard forms for use in all purchasing and related activities in the District. Such procedures shall comply with all applicable laws and regulations of the state and the Commissioner of Education.

No Board member, officer or employee of the School District shall have an interest in any contract entered into by the Board or the District, as provided in Article 18 of the General Municipal Law.

Comments will be solicited from those administrators involved in the procurement process before enactment of the District's policies regarding purchasing and from time to time thereafter. The policies must then be adopted by Board resolution. All District policies regarding the procurement processes will be reviewed by the Board at least annually.

The unintentional failure to fully comply with the provisions of section 104-b of the General Municipal Law or the District's policies regarding procurement will not be

grounds to void action taken nor give rise to a cause of action against the District or any officer or employee of the District.

Cross-ref: 6110 Code of Ethics for All District Personnel
5580 Financial Accountability
5320 Expenditure of District Funds
5350 Use of District Credit Card
5360 Travel Policy
5370 Reimbursement for Meals/Refreshments
5380 Use of District Cell Phone

Ref: Education Law §§305(14); 1709(9)(14)(22)
General Municipal Law §§102; 103; 104-b; 109-a; 800 et seq.
General Municipal Law §§103(3); 104; 109-a
State Finance Law §§175-a; 175-b
Correction Law §§184; 186

Book	Board of Education Policies
Section	5000 Non-Instructional/Business Operations
Title	EXPENDITURES OF SCHOOL DISTRICT FUNDS
Number	5320
Status	Active
Legal	
Adopted	July 12, 2006

The Board of Education authorizes the Purchasing Agent to expend school funds as appropriated by approved operational and capital budgets, and by the adoption of special resolutions. He/she will make expenditures in accordance with applicable law and in a manner that will achieve the maximum benefit from each dollar expended.

All claims shall be properly audited before payment by the Internal Claims Auditor who shall attest to the existence of evidence of indebtedness to support the claim.

Complete records of all expenditures shall be maintained for future analysis and reporting within the time frame required by the Records Disposition Law or regulation.

Education Law Sections 1720 and 2523

NOTE: Refer also to Policies #5350 -- Use of the District Credit Card
#5360 -- Travel Policy
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ANDREW M. CUOMO
GOVERNOR

STATE OF NEW YORK
WORKERS' COMPENSATION BOARD
328 State Street
Schenectady, NY 12305

(518) 402-0247

WORKERS' COMPENSATION BOARD

ROBERT E. BELOTEN
CHAIR

MARY BETH WOODS
ACTING EXECUTIVE DIRECTOR

Office of the Secretary

Compliance With Workers' Compensation Law

I, Kim McCarroll, Secretary for the Workers' Compensation Board, DO HEREBY Certify that:

Name: Mount Vernon City School District

WCB #: W839252

Tax ID #: 13-6007140

Qual Date: 7/1/2006

has secured compensation to its employees as a self-insurer in the following manner:

Pursuant to Section 50, subdivisions 3 and 4 of the Workers' Compensation Law. (County, city, village, town, school district, fire district or other political subdivision)

The status of the self-insurer was effective as noted above and remains in full force.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Workers' Compensation Board this 20th day of March 2015.

Kim McCarroll

KIM MCCARROLL
SECRETARY

Status Confirmed By

[illegible]

3/20/2015

THIS AGENCY EMPLOYS AND SERVES PEOPLE WITH DISABILITIES WITHOUT DISCRIMINATION

Attachment A
Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature *does not* indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead	Date 7/20/15	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink) Charles Brown		
Type or print name		
Teachers Union President / Lead Jeffrey C Yonkers	Date 7/14/15	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name		
Parent Group President / Lead [signature]	Date 7/14/15	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)		
Type or print name		

M/WBE COVER LETTER **Minority & Woman-Owned Business Enterprise Requirements**

NAME OF GRANT PROGRAM TA-11e 1003(g) School Improvement Grant

NAME OF APPLICANT Mount Vernon City School District

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this
project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

- ☐ Full Participation – No Request for Waiver (PREFERRED)
- ☐ Partial Participation – Partial Request for Waiver
- ☑ No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually.
Typed or Printed Name of Authorized Representative of the Firm Ken Silver
Typed or Printed Title/Position of Authorized Representative of the Firm Asst Supt.
Signature/Date X 7/22/15

M/WBE 105A

REQUEST FOR WAIVER FORM

BIDDER/APPLICANT NAME: Mt. Vernon City School District

ADDRESS: 165 North Columbus Ave

CITY, STATE, ZIPCODE: Mount Vernon, NY 10553

TELEPHONE: (914) 665-5199

EMAIL: ksilver@mtvernoncsd.org

FEDERAL ID NO.: 136007140

RFP#/PROJECT NO.: TA-14 1003(g) School Improvement Grant (SIG)

INSTRUCTIONS: By submitting this form and the required information, the bidder/applicant certifies that Good Faith Efforts have been taken to promote M/WBE participation pursuant to the M/WBE goals set forth under this RFP/Contract. Please see Page 2 for additional requirements and document submission instructions.

BIDDER/APPLICANT IS REQUESTING (check all that apply):	
☑ **MBE Waiver** - A waiver of the MBE goal for this procurement is requested. ☑ **Total** ☐ **Partial** _____%	☑ **WBE Waiver** - A waiver of the WBE goal for this procurement is requested. ☑ **Total** ☐ **Partial** _____%
☐ **Waiver Pending ESD Certification** (check here if subcontractor or supplier is not certified M/WBE, but an application for certification has been filed with Empire State Development)	
Subcontractor/Supplier Name: _____	Date of application filing: _____

PREPARED BY (*Signature*): _____ DATE: 7/21/15

SUBMISSION OF THIS FORM CONSTITUTES THE BIDDER/APPLICANT'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-A, 5 NYCRR PART 143, AND THE ABOVE REFERENCED SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR PROPOSAL DISQUALIFICATION.

NAME OF PREPARER:	**FOR AUTHORIZED USE ONLY**
TITLE OF PREPARER: Ken Silver, Asst. Supt For Business TELEPHONE: (914) 665-5199 EMAIL: ksilver@mtvernoncsd.org	REVIEWED BY: _____ DATE: _____ **WAIVER GRANTED** ☐ **YES** ☐ **NO** ☐ TOTAL WAIVER ☐ PARTIAL WAIVER ☐ ESD CERTIFICATION WAIVER ☐ NOTICE OF DEFICIENCY ☐ CONDITIONAL WAIVER COMMENTS:

M/WBE 101

M/WBE Documents

M/WBE Goal Calculation Worksheet

(This form should reflect Multi-Year Budget Summary Totals)

RFP # and Title: TA-116, 1003(a) School Improvement Grant (SIG)

Applicant Name: Mount Vernon City School District

The M/WBE participation for this grant is 20% of each applicant's total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) and fringe benefits, as well as rent, lease, utilities, and indirect costs, if these are allowable expenditures.

Please complete the following table to determine the dollar amount of the M/WBE goal for this grant application.

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1.	Total Budget		
2.	Professional Salaries		
3.	Support Staff Salaries		
4.	Fringe Benefits		
5.	Indirect Costs		
6.	Rent/Lease/Utilities*		
7.	Sum of lines 2, 3 ,4 ,5, and 6		
8.	Line 1 minus Line 7		
9.	M/WBE Goal percentage (20%)		0.20
10.	Line 8 multiplied by Line 9 =MWBE goal amount		

*If not included in #5

Mount Vernon City School District

165 North Columbus Avenue • Mount Vernon, New York 10553 • Tel 914 665-5199 • 914-665-5215 • Fax 914 665-7548
e-mail: ksilver@mtvernoncsd.org

Kenneth R. Hamilton, Ed.D.
Superintendent of Schools

Ken Silver
Assistant Superintendent for Business

May 21, 2015

New York State Education Department
Attn: Program Development Grant
Grants Management
89 Washington Avenue
Room 464 EBA
Albany, NY 12234

Dear Sir or Madam:

The Mount Vernon City School District seeks a total waiver of M/WBE requirements based upon Mount Vernon City School District Board of Education PURCHASING policy number 5410. (See attached)

Paragraph 2, "It is the goal of the Board of Education to purchase competitively, without prejudice or favoritism, and to seek the maximum value for every dollar expended. Competitive bids or quotations shall be solicited in connection with purchases pursuant to law. "

Paragraph 3, "Goods and services which are not required by law to be procured by the District through competitive bidding will be procured in a manner so as to ensure the prudent and economical use of public monies, in the best interests of the taxpayers, to facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances, and to guard against favoritism, improvidence, extravagance, fraud and corruption."

Paragraph 4, "Opportunities shall be provided to all responsible suppliers to do business with the School District." Paragraph 5, "Whenever it is feasible ad in the best interests of the District, purchases of materials, supplies or equipment (except printed materials), shall be made through New York State and County Government Contracts."

Respectfully,

Ken Silver
Assistant Superintendent for Business

Book	Board of Education Policies
Section	5000 Non-Instructional/Business Operations
Title	PURCHASING
Number	5410
Status	Active
Legal	
Adopted	July 12, 2006
Last Revised	November 6, 2013

The Board of Education views purchasing as serving the educational program by providing necessary supplies, equipment and related services. Purchasing will be centralized in the Business office under the general supervision of the Purchasing Agent designated by the Board of Education. No one, except the Purchasing Agent, is authorized to commit the District to an expenditure of public funds for goods and/or services.

It is the goal of the Board of Education to purchase competitively, without prejudice or favoritism, and to seek the maximum value for every dollar expended. Competitive bids or quotations shall be solicited in connection with purchases pursuant to law.

Goods and services which are not required by law to be procured by the District through competitive bidding will be procured in a manner so as to ensure the prudent and economical use of public monies, in the best interests of the taxpayers, to facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances, and to guard against favoritism, improvidence, extravagance, fraud and corruption.

The District purchasing activity will strive to meet the following objectives:

1. to effectively supply all administrative units in the school system with needed materials, supplies, and contracted services;
2. to obtain materials, supplies and contracted services at the lowest prices possible consistent with the quality and standards needed as determined by the Purchasing Agent in cooperation with the requisitioning authority;
3. to promote efficiency by standardizing, to the extent allowed by law, the purchase of particular types or kinds of equipment, materials or supplies;
4. to ensure that all purchases fall within the framework of budgetary limitations and that they are consistent with the educational goals and programs of the District;
5. to maintain an appropriate and comprehensive accounting and reporting system to record and document all purchasing transactions; and

6. to ensure, through the use of proper internal controls, that loss and/or diversion of District property is prevented.

Opportunities shall be provided to all responsible suppliers to do business with the School District. Suppliers whose place of business is situated within the District may be given preferential consideration only when bids or quotations on an item or service are identical as to price, quality and other factors. Purchases will be made through cooperative BOCES bids, state contracts of the Office of General Services or county contracts whenever such purchases are in the best interests of the District, and made available to the District. In addition, the District may make purchases from correctional institutions and severely disabled persons through charitable or non-profit-making agencies, as provided by law.

Whenever it is feasible and in the best interests of the District, purchases of materials, supplies or equipment (except printed material), shall be made through New York State and County Government contracts. The District, may, when permitted by law and applicable contract terms, utilize contracts let by the United States of America, any agency thereof, any state or any other county or political subdivision or district therein if such contract was let in a manner that constitutes competitive bidding consistent with New York State law and made available for use by the District. The District will adhere to the requirements of the State Finance Law in the purchase of any suitable products or services (as determined by the Commissioner of General Services) which are manufactured, assembled, produced or provided by the blind or other severely disabled persons from approved, qualified charitable or nonprofit-making agencies. The District must purchase any suitable products which are manufactured or prepared by prisoners in the state correctional institutions and penitentiaries, pursuant to Correction Law §184. The Purchasing Agent will keep a file on all current state contracts.

The District will provide justification and documentation of any contract awarded to an offeror other than the lowest responsible dollar offeror, setting forth the reasons why such award is in the best interests of the District and otherwise furthers the purposes of section 104-b of the General Municipal Law.

The Superintendent of Schools, with the assistance of the Purchasing Agent, shall be responsible for the establishment and implementation of the procedures and standard forms for use in all purchasing and related activities in the District. Such procedures shall comply with all applicable laws and regulations of the state and the Commissioner of Education.

No Board member, officer or employee of the School District shall have an interest in any contract entered into by the Board or the District, as provided in Article 18 of the General Municipal Law.

Comments will be solicited from those administrators involved in the procurement process before enactment of the District's policies regarding purchasing and from time to time thereafter. The policies must then be adopted by Board resolution. All District policies regarding the procurement processes will be reviewed by the Board at least annually.

The unintentional failure to fully comply with the provisions of section 104-b of the General Municipal Law or the District's policies regarding procurement will not be

grounds to void action taken nor give rise to a cause of action against the District or any officer or employee of the District.

Cross-ref: 6110 Code of Ethics for All District Personnel
5580 Financial Accountability
5320 Expenditure of District Funds
5350 Use of District Credit Card
5360 Travel Policy
5370 Reimbursement for Meals/Refreshments
5380 Use of District Cell Phone

Ref: Education Law §§305(14); 1709(9)(14)(22)
General Municipal Law §§102; 103; 104-b; 109-a; 800 et seq.
General Municipal Law §§103(3); 104; 109-a
State Finance Law §§175-a; 175-b
Correction Law §§184; 186

Book	Board of Education Policies
Section	5000 Non-Instructional/Business Operations
Title	EXPENDITURES OF SCHOOL DISTRICT FUNDS
Number	5320
Status	Active
Legal	
Adopted	July 12, 2006

The Board of Education authorizes the Purchasing Agent to expend school funds as appropriated by approved operational and capital budgets, and by the adoption of special resolutions. He/she will make expenditures in accordance with applicable law and in a manner that will achieve the maximum benefit from each dollar expended.

All claims shall be properly audited before payment by the Internal Claims Auditor who shall attest to the existence of evidence of indebtedness to support the claim.

Complete records of all expenditures shall be maintained for future analysis and reporting within the time frame required by the Records Disposition Law or regulation.

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Kim McCarroll

KIM MCCARROLL
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